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ABSTRACT

This document is a collection of schoolwide compensatory education project plans for 22 elementary schools in the Cleveland (Ohio) Public Schools system, with funding provided by Chapter 1 of the Education Consolidation and Improvement Act. Chapter 1 project plans are included for the following schools: (1) Alfred A. Benesch; (2) Andrew J. Rickoff; (3) Anton Grdina; (4) Buhrer; (5) Dike; (6) Henry Longfellow; (7) John W. Raper; (8) Joseph Landis; (9) Lafayette Contemporary Academy; (10) Marion C. Seltzer; (11) Marion Sterling; (12) Mary B. Martin; (13) Miles Park; (14) Mount Auburn; (15) Mount Pleasant; (16) Paul Dunbar; (17) Scranton; (18) Stephen E. Howe; (19) Tremont; (20) Wade Park; (21) Waverly; and (22) Woodland Hills. Each plan contains detailed information in the following areas: (1) the needs assessment process, including sections identifying who was involved and specifying data used; (2) identification of schoolwide project goals in terms of measurable objectives and desired outcomes; and (3) identification of schoolwide project goals through program design, including sections addressing the schoolwide instructional project (in such areas as reading, mathematics, and computer education), schoolwide pupil services (in such areas as counseling and remedial resources), and procedures to implement the schoolwide project (including pull-out programs, team teaching, and parent involvement). (AF)

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# CLEVELAND PUBLIC SCHOOLS

## Department of Curriculum and Instruction
## Division of Compensatory Education

## National ESEA Chapter 1 Schoolwide Projects Conference

## Sheraton Cleveland City Centre Hotel
## Cleveland, Ohio

## December 10-12, 1990

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# CLEVELAND PUBLIC SCHOOLS

# ESEA CHAPTER 1 SCHOOLWIDE PROJECT PLAN

## ALFRED A. BENESCH

SCHOOLWIDE PROJECT PLAN: RESPOND IN NARRATIVE FORM. ATTACH PAGES AS NEEDED.

1. **Needs Assessment Process**

Introduction

Alfred A. Benesch is located in an economically and socially deprived area, centered in the CMHA Housing projects. It is bordered on the north by Carver Parks, the south by Outhwaite and Longwood Estates, east by King Kennedy Estates and west by Cedar Estates. The community is characterized by high unemployment and a transient population. To determine the needs of our educationally deprived students, standardized test data, teacher assessments, and attendance statistics were used.

- **specify data used --**

Standardized test data, teacher assessments, and attendance data combined with parent and staff surveys indicated these priority needs:

A. Improvement reading achievement in grades K-3

B. Improve math achievement in grades K-3

C. Increase use of computers as educational and assessment tools

D. Improve students attendance

E. Provide parent training and development

The expectation of the staff and parents is that pupils will successfully complete their primary level instruction, including all day kindergarten, in a four year period, progressing thru the individualized instructional process at their own rate without being assigned specific grade levels.

2. **Identify Schoolwide Project Goals (measurable objectives/desired outcomes)**

A. Student average daily attendance will increase by 2%.

B. Parent attendance at regular meetings will increase by at least 10% over previous year.

C. Students in grades 1-3 will gain an average of 3 NCE points on the total reading component of the CAT (Spring assessment).

D. Students in grade 3 will improve by an average of 3 NCE points on the total mathematics component of the CAT (Spring assessment).

3. **<u>Goals of a Schoolwide Project are Addressed Through Program Design</u>. Describe each of the following:**

- **the schoolwide instructional project --**

<u>Reading</u>

A. Team teaching will be incorporated at each grade level. POD/teams will meet weekly to plan, develop and evaluate instructional methods.

B. One paraprofessional will be assigned to each grade level to assist teachers in instruction.

C. A Chapter 1 building reading resource teacher will assist in the delivery of instruction as well as provide training for instructional aides, paraprofessionals, and parents.

D. Instructional aids assigned to each POD/team and each kindergarten team (6)

E. The Chapter 1 program will continue to provide reinforcement to "at-risk" students.

F. Staff development training will be designed to improve and enhance reading instruction.

G. Cultural activities will be provided to enrich and expand students' experiences.

H. A seasonal newsletter will be prepared and distributed by students at each level to improve language skills.

<u>Mathematics</u>

A. Individual computer stations for instruction and assessment, will be established in each classroom.

B. Staff development training will be provided to improve math instruction.

C. Instruction in math will be centered around the use of concrete and semi-concrete manipulative devices to reinforce the basic operations.

Computer

Two instructional computer aides to staff already established computer labs (writing to read lab, networked lab).

A. A computer lab paraprofessional will assist the classroom teacher, maintain equipment, materials, and provide individual or small group tutoring.

B. Computer software will be used to reinforce reading and math skills.

C. A computer club will be added to the student activities program.

D. Parent training programs will be developed and implemented.

Parent Involvement

A. Parent communication will be improved thru a seasonal newsletter.

B. Parents will be encouraged to attend at least three conferences per year.

C. A GED class will meet in our building each Tuesday and Thursday.

D. Parents will be encouraged to participate in classroom and school activities.

E. Two parent liaisons, 2 days per week, to monitor attendance and tardiness through personal and written communication/home visitation. He/she will coordinate with curriculum facilitator, staff and other professionals in regard to parent orientated workshops and programs to enhance students attendance, self-esteem and/a positive attitudes.

F. One curriculum facilitator half day will work closely with the principal in implementing and monitoring the schoolwide plan in relation to students' progress. The facilitor will coordinate with the guidance counselor, parent liaison and psychological services.

G. One psychologist will provide two days service per week.

Guidance

A full-time (5 day a week) guidance counselor will provide support for parents, teachers, and students, and help to improve school climate.

# CLEVELAND PUBLIC SCHOOLS

# ESEA CHAPTER 1 SCHOOLWIDE PROJECT PLAN

## ANDREW J. RICKOFF

## CHAPTER 1 SCHOOLWIDE PROJECT PLAN

SCHOOLWIDE PROJECT PLAN: RESPOND IN NARRATIVE FORM. ATTACH PAGES AS NEEDED.

1. Needs Assessment Process

   A) Identify Who Was Involved:

   The entire school staff, including teachers, teacher aides, custodians, secretaries, lunch personnel, and P.T.A./S.C.C. parents, were involved. These people were surveyed to determine needs for the improvement of instruction for students, to ascertain the goals for students who receive instruction, and to improve the climate for instruction. Students were polled for their suggestions.

   B) Specify Data Used:

   A schoolwide survey was taken. In addition, CAT test scores indicate that a significant number of our students are deficient in reading and math. The teachers' reading and mathematics interim test profile sheets were also used.

2. Identify Schoolwide Project Goals (measurable objectives/desired outcomes)

   Longitudinal Objective:

   At the end of three years, we will compare our Chapter One students; growth in reading and mathematics with the Chapter One eligible students for the previous three years.

   Objective 1 - Improve Reading/Math Scores

   At the end of three years, the students who entered A. J. Rickoff in the Fall of 1989 and remained until the end of 1992 will show a 15 percent reduction in the need for Chapter One Services.

   Objective II - Increase Parental Involvement

   An increase in the number of parents involved will be measured by the number of parents who volunteer, hours volunteered, and attendance at meetings.

   Objective III - Student Attendance

   The school's objective is to maintain students' monthly attendance rate at 93 percent or more.

Objective IV - Staff Development

It is the objective to increase the number of staff development hours by 10 percent.

3. Goals of a Schoolwide Project are Addressed Through Program Design. Describe each of the following:

. The School-Wide Instructional Project

Students will be serviced in reading and math through a computer lab assisted instructional program. Each classroom will receive 40 minutes per day in the lab. The classroom teacher will be assisted by a full-time computer aide.

Rickoff is moving away from a skill-based instructional program to one which will incorporate a holistic approach. The holistic approach will focus on language development and provide opportunities for students to experience language in a variety of ways.

The former Chapter 1 math program did not utilize the necessary drill and practice of basic skills. In the future, the children will receive the needed drill and practice through computers, classroom games, tutoring, and more use of manipulatives for introduction at the concrete level.

. School-Wide Pupil Services

Services of a part-time psychologist are vital to the implementation of our program.The present psychologist is in the school building one day a week, and services kindergarten, special education, and regular classes. This psychologist will service students in grades 4 through 6 only.

The children will be tested in a more timely manner, and more help will be given to their emotional and behavioral problems.

Constructive lunchroom activities which have been introduced in the classroom will result in a more productive instructional afternoon.

A parent liaison person will be hired to coordinate parent/student activities and assist with the attendance program.

. Procedures To Implement Goals

COMPUTER LABORATORY: Classroom teaches will introduce reading and math strategies. The students will then receive practice and support in the computer lab.

STAFF DEVELOPMENT ACTIVITIES:

Computers will be used for reading, math and language art techniques. There will be ongoing staff development in this area.

Alternative teaching techniques will be explored and used.

In addition we will have staff development on school climate and human relations, also we will have staff development in the holistic approach to reading.

- Parent Involvement

  - Parent workshops will assist students in reading and math.

  - Recognition programs for students and parents will be implemented.

  - A part-time psychologist will address the emotional and psychological needs of the students, and help parents to motivate students.

# CLEVELAND PUBLIC SCHOOLS

# ESEA CHAPTER 1 SCHOOLWIDE PROJECT PLAN

## ANTON GRDINA

CHAPTER 1 SCHOOLWIDE PROJECT PLAN

SCHOOLWIDE PROJECT PLAN: RESPOND IN NARRATIVE FORM. ATTACH PAGES AS NEEDED.

1. Needs Assessment Process

Anton Grdina School is situated in a community characterized by low income housing, high unemployment, and a transient population. To determine the needs of our educationally deprived students, standardized test data, teacher assessments, and attendance statistics were used. This data combined with parent and staff surveys indicated these priority needs:

1. Improve reading achievement in grades K-3
2. Improve math achievement in grades K-3
3. Increase the use of computers as educational tools
4. Improve students attendance
5. Provide parent training and development

Based on these needs, schoolwide service will be designed to utilize para-professionals in reading, math, and computer education to assist in improving students achievement. Emphasis will also be placed on parent involvement and student attendance.

2. Identify Schoolwide Project Goals (measurable objectives/desired outcomes)

1. Schoolwide grade level retention rate will be reduced by 10%.

2. Students in grades 1-3 will gain an average of 3 NCE points on the reading comprehension subtest of the CAT (Spring assessment).

3. Student average daily attendance will increase by 1%.

4. Parent attendance at regular meetings will increase by at least 10% over the previous year.

3. Goals of a Schoolwide Project are Addressed Through Program Design. Describe each of the following:

The following program is designed to meet the needs of our school community.

Reading:

1. Team teaching will be incorporated at each grade level. Teams will meet weekly to plan, develop and evaluate instructional methods.

2. Two paraprofessionals will be assigned to each grade level to assist teachers in instruction.

3. A Chapter 1 reading resource teacher will assist in the delivery of instruction as well as provide training for parents, tutors, and paras.

4. Students receiving special assistance from reading teachers, paras, or tutors will be assessed quarterly to determine future placement.

5. Staff development training will be designed to improve and enhance reading instruction.

6. Special subject teachers will enrich reading instruction.

7. Cultural activities will be provided to enrich and expand student's experiences.

8. The Reading Impact Program will continue to provide reinforcement to "at-risk" students.

9. Monthly newsletters will be prepared and distributed by students at each grade level to improve language skills.

10. A para will be utilized to assist in the media center, to provide small group instruction, and to coordinate the use of audio-visual equipment and materials.

Mathematics

1. Instruction in math will be centered around the use of concrete and semi-concrete manipulative devices to reinforce the basic operations.

2. Staff development training will be provided to improve math instruction.

3. Paraprofessionals will be utilized to reinforce instruction.

4. Learning centers will be established in each classroom.

Computer Education

1. A computer lab paraprofessional will assist the classroom teacher, maintain equipment and materials, and provide individual or small group tutoring.

2. Computer software will be used to reinforce reading and math skills.

3. A computer club will be added to the student activities program.

4. Parent training programs will be developed and implemented.

Parent Involvement

1. Parent programs will be designed to provide information on parenting skills, child development, reinforcement of learning skills, and other relevant topics.

2. Parent communication will be improved through a monthly newsletter.

3. Parents will be encouraged to attend at least two conferences per year.

4. Parents will be encouraged to participate in classroom and school activities.

5. Parents will help monitor student attendance by contacting homes of frequent absentees.

# CLEVELAND PUBLIC SCHOOLS

## ESEA CHAPTER 1 SCHOOLWIDE PROJECT PLAN

## BUHRER

CHAPTER 1 SCHOOLWIDE PROJECT PLAN

SCHOOLWIDE PROJECT PLAN: RESPOND IN NARRATIVE FORM. ATTACH PAGES AS NEEDED.

1. Needs Assessment Process

. identify who was involved --

The staff Led Team conducted a Needs Assessment of the staff and parents on April 28, 1989. A portion of this staff professional day was devoted to analyzing our effective school component under the auspices of Project Perform.

. specify data used --

A written instrument was utilized and the S.L.T. team compiled feedback. California Achievement Test Data in reading and mathematics were also analyzed and specific objectives written.

2. Identify Schoolwide Project Goals (measurable objectives/desired outcomes)

A. The percentage of "above average" scores on the 1989-90 CAT Reading Comprehension subtest will increase by 5 percentage points from 1988-89 levels.

B. The percentage of "above average" scores on the 1989-90 CAT Mathematics Concepts and Applications subtest will increase by 5 percentage points from 1988-89 levels.

C. The percentage of "below average" scores on the CAT Reading Comprehension subtest will decrease by 5 percentage points from 1988-89 levels.

D. The percentage of "below average" scores on the CAT Mathematics Concepts and Applications subtest will decrease by 5 percentage points from 1988-89 levels.

E. The Average Daily Attendance rate at Buhrer will increase by at least 1 percentage point over the 1988-89 Average Daily Attendance rate.

F. The number of parents participating in school activities will increase by 5% annually when compared to the data for the previous year as measured by school records.

3. **Goals of a Schoolwide Project are Addressed Through Program Design. Describe each of the following:**

The National Assessment of Educational Progress has called for major changes in how and what American students are taught. Students need to develop both content knowledge and the ability to reason effectively. The instructional staff at Buhrer Elementary School has effectively analyzed California Achievement Test data and have resolved to make a significant difference in the reading, language arts and mathematical development of their students. Reading and Mathematics will be taught using interactive methodology, manipulatives, concrete materials, computers and calculators to strengthen these basic skills.

Buhrer Elementary School has a diverse student population consisting of pupils who are highly mobile. According to the poverty index of Cleveland schools, Buhrer School ranks number two at 92.58%. Although Buhrer School has been practicing effective schools concepts for years and has programs in place that emphasize high academic achievement, students have not scored well on standardized tests or on the district reading and mathematics competency tests. Class sizes in grades five and six need to be reduced in order to more efficiently work with individuals and small groups. Students need more time with certificated teachers. Bilingual instructional aides serve to support student skill mastery in both the primary and secondary language of the bilingual students. Language service is provided in both Arabic and Spanish. These students must be provided with English Language Development service as well. It is our goal to accelerate student skill mastery.

The staff has reviewed the literature and, in keeping with district goals and objectives, would like to emphasize parental involvement in the schoolwide service plan. Research indicates that students achieve at a higher rate when parental involvement is on-going and focused upon student achievement. Schoolwide service will provide for a parent liaison to conduct parent sessions and to serve as a community liaison.

A part time guidance counselor will help us to assist students with specific needs.

With schoolwide service in place, our goal is for each student to obtain a growth rate of 3 NCE annually as measured by the California Achievement Test.

Upon analysis of student attendance data, it was determined that only a few Buhrer students are chronically absent from school. These students live in the general vicinity of the school and are able to walk. A specific partnership has been developed with Merrick House to address this area of need.

Parents at Buhrer School have indicated a need for inservice on the following topics:

How to develop study habits and testing skills, how to effectively communicate with your child, and how to effectively volunteer in the school.

The challenge of educating students at-risk makes it necessary for schools to look for new approaches to motivate and educate these students. Buhrer School has elected to utilize a computer assisted instructional system.

This computer system will also be used for staff development and parent inservice. A paraprofessional will operate the lab and assist classroom teachers while students are present.

**Schoolwide Instructional Program - Reading**

The fourth grade will be the target grade for intense small group and individualized instruction. Grades 5 and 6 will also have in-class Chapter 1 services during the reading period. Chapter 1 teachers will be assigned to grades 5 and 6. A full time media specialist will provide students with media center instruction. A curriculum facilitator will plan the total building staff development program.

The role of the curriculum facilitator will be to work in conjunction with the building principal of effectively plan, implement and monitor schoolwide service components. The facilitator will also provide inservice and demonstration lessons for classroom teachers of all grade levels. The curriculum facilitator will also be responsible for diagnosis and assessment of students upon teacher request or upon entry to the school.

Buhrer School is also the site for upper elementary Orthopedically and Health Handicapped students. This program will expand next year as the district continues to address mainstreaming guidelines. The school psychologist will assess students and to place them appropriately. Regularly scheduled grade level meetings will continue to be held to assess schoolwide service program progress. The Division of Research and Analysis and The Urban Demonstration Project will assist in preparing data to be sent home to parents on a quarterly basis.

# CLEVELAND PUBLIC SCHOOLS

# ESEA CHAPTER 1 SCHOOLWIDE PROJECT PLAN

# DIKE

CHAPTER 1 SCHOOLWIDE PROJECT PLAN

SCHOOLWIDE PROJECT PLAN: RESPOND IN NARRATIVE FORM. ATTACH PAGES AS NEEDED.

Dike Elementary School is located in an economically deprived urban area on the eastside of Cleveland.

Instruction is provided for 420 students from Kindergarten through third grade. Dike Elementary School is located in a community characterized by low income housing and high unemployment. All parents recognize the importance of academic achievement and are supportive in our total school activities to promote excellence.

The staff, administration, parents and students have participated in a pride and self esteem program which included anti-drug activities. This program, "Being The Best That You Can Be", was initiated in February, 1990.

1. Needs Assessment Process

   - **Identify who was involved --**

   Teacher assessments, standardized test data, and attendance statistics were used to determine the needs of our students. Staff surveys and input from the School Community Council (parents) indicated the following priority needs:

   1. Improve student attendance
   2. Improve reading achievement in grades K-3
   3. Improve math achievement in grades K-3
   4. Utilize the computer in language arts and math curriculum
   5. Increase parent participation and provide training and development for home assistance.

   Schoolwide services will be designed to utilize paraprofessionals in reading, math, and computer education to assist in improving achievement. Staff inservice training in current educational methods will be held to implement programs for student achievement. Parent involvement and student attendance will be emphasized as additional components of the project.

CHAPTER 1 SCHOOLWIDE PROJECT PLAN

Staff Composition

| | |
|---|---|
| Administrative | 1 |
| Classroom teachers | 16 |
| Certificates support staff | 8 |
| Instructional Aides | 2 |

Dates of planning meetings for information sharing

A. Parents

1. March 2, 1990
2. March 23, 1990
3. April 27, 1990
4. May 11, 1990

B. Staff

1. March 1, 1990
2. March 21, 1990
3. April 25, 1990
4. May 7, 1990
5. May 15, 1990
6. May 16, 1990

May 15, 1990 - School visitations to Chapter I Schoolwide Project Sites

May 15, 1990 - Administrator with other Chapter I Administrators

1. March 6, 1990
2. May 2, 1990
3. May 3, 1990

- **specify data used --**

Building Profile

Vocabulary

1988-89 California Achievement Test, From E

| | Below Average | Average | Above |
|---|---|---|---|
| Black | 25% | 60% | 15% |
| Other | 26% | 42% | 32% |
| Total | 26% | 54% | 21% |
| Norm | 23% | 54% | 23% |

CHAPTER 1 SCHOOLWIDE PROJECT PLAN

READING COMPREHENSION

Below Average, Average, and Above Average, by Grade and Race, 1988-89 and 1987-88.

| Grade | Race | No | Bel | Avg | Abv | No | Bel | Avg | Abv |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Black | 95 | 42 | 55 | 3 | 97 | 36 | 51 | 13 |
| | Other | 42 | 43 | 52 | 5 | 24 | 46 | 46 | 8 |
| | Total | 137 | 42 | 54 | 4 | 1212 | 38 | 50 | 12 |
| 2 | Black | 65 | 22 | 63 | 15 | 76 | 24 | 57 | 20 |
| | Other | 31 | 29 | 32 | 39 | 40 | 33 | 45 | 23 |
| | Total | 96 | 24 | 53 | 23 | 116 | 27 | 53 | 21 |
| 3 | Black | 64 | 11 | 58 | 31 | 76 | 18 | 64 | 17 |
| | Other | 43 | 14 | 56 | 30 | 32 | 6 | 56 | 38 |
| | Total | 107 | 12 | 57 | 31 | 108 | 15 | 62 | 23 |

DEMOGRAPHICS INFORMATION

Cleveland Public Schools

1988 -89 Building Profile

| | Black | Other | Total | Black | Other | Total |
|---|---|---|---|---|---|---|
| Enrollment | 325 | 124 | 449 | 361 | 112 | 473 |
| Number Students Suspended | 13 | 6 | 19 | 10 | 1 | 11 |
| Number of Suspensions | 14 | 6 | 20 | 12 | 1 | 13 |
| Attendance Rate | 89% | 88% | 89% | 90% | 90% | 90% |
| Failure Rate | 10% | 7% | 10% | 10% | 11% | 11% |
| Dropout Rate | 0% | 0% | 0% | 0% | 0% | 0% |

CAT VOCABULARY

Below Average, Average, and Above Average, by Grade and Race, 1988-89 and 1987-88.

| Grade | Race | No | Bel | Avg | No | Bel | Avg | Abv |
|---|---|---|---|---|---|---|---|---|
| 1 | Black | 96 | 42 | 54 | 97 | 31 | 60 | 9 |
| | Other | 41 | 44 | 46 | 24 | 42 | 54 | 4 |
| | Total | 137 | 42 | 52 | 121 | 33 | 59 | 8 |
| 2 | Black | 65 | 17 | 66 | 74 | 31 | 64 | 5 |
| | Other | 31 | 19 | 42 | 40 | 30 | 58 | 13 |
| | Total | 96 | 18 | 58 | 115 | 30 | 62 | 8 |
| 3 | Black | 64 | 9 | 63 | 76 | 25 | 66 | 9 |
| | Other | 43 | 14 | 37 | 32 | 9 | 69 | 22 |
| | Total | 107 | 11 | 53 | 108 | 20 | 67 | 13 |

Reading Comprehension

California Achievement Test, Form E

| | Below Average | Average | Above |
|---|---|---|---|
| Black | 27% | 58% | 14% |
| Other | 28% | 48% | 23% |
| Total | 27% | 55% | 18% |
| Norm | 23% | 54% | 23% |

2. **Identify Schoolwide Project Goals (measurable objectives/desired outcomes)**

   1. To increase parent participation in the educational process.

   2. To increase average daily attendance of students by 3%.

   3. An average gain of 3 NCE points on the reading comprehension subtest of the CAT (Spring Assessment) will be achieved in grades 1-3.

   4. The retention rate will be reduced at least 10% schoolwide.

   5. Kindergarten students will demonstrate mastery in pre-reading readiness skills for adjustment in grade one. There will be a 2% increase on the Metropolition Test.

   6. Regular meetings of parents will have an attendance increase of 5% over the previous year.

3. **Goals of a Schoolwide Project are Addressed Through Program Design. Describe each of the following:**

   - **Schoolwide Instruction Project.**

     Dike Elementary School will utilize the following components to achieve its goals:

     * Grade one will be six self contained classrooms using various instructional materials and teaching styles. An educational aide will be assigned to each classroom for 80 minutes a day to reinforce and enrich basic skills. One class will be a transitional first grade. This class will comprise students having difficulty in mastering skills for success in grade one. These students will receive individualized instruction in pre-reading readiness for academic achievement.

     * Grades 2 and 3 will be self contained classrooms. Students will receive the services of an instructional aide five days per week for 80 minutes providing tutorial and supportive services to students.

* Two full-day kindergarten classes will be held five days a week. Instruction will be provided through the use of hands-on manipulatives. The language arts curriculum will focus on expanding cultural experiences through field trips and multi-cultural activities.

- **Schoolwide Pupil Services**

Supporting and reinforcing the instructional program will be:

a. One curriculum resource facilitator 1/2 day will implement and monitor the Schoolwide Plan by working directly with the principal. The curriculum facilitator will coordinate student progress with classroom teachers as well as the guidance counselor, psychological services, and attendance liaison coordinator.

b. One Attendance Liaison 5 days - 1/2 day to monitor attendance and tardiness through personal and written communication/home visitations. The Attendance Liaison will work closely with the curriculum facilitator, staff and other professionals to coordinate parent orientated workshops and programs to enhance student attendance, self-esteem and/or positive attitudes.

c. One full-time Computer Aide will assist teachers in implementing a schoolwide computer literacy program.

d. One guidance counselor 1 day per week to implement programs related to school climate, promoting pride, self-esteem and social awareness with teachers. Reading instruction will be enriched and expanded by all special subject teachers.

e. Student cultural experiences will be enhanced by a variety of language arts experiences. Reading instruction will be enhanced through staff development training.

f. One school psychologist 1 day per week to coordinate psychological testing and evaluations for placement of students. The psychologist will coordinate referrals to the division of special education and provide theraputic sessions for behavior modification classes.

# CLEVELAND PUBLIC SCHOOLS

# ESEA CHAPTER 1 SCHOOLWIDE PROJECT PLAN

## HENRY LONGFELLOW

SCHOOLWIDE PROJECT PLAN: RESPOND IN NARRATIVE FORM. ATTACH PAGES AS NEEDED.

1. **Needs Assessment Process**

Introduction

Henry W. Longfellow School serves students in Kindergarten through sixth grade. The school is located at 650 East 140th Street, in the culturally and racially diverse area of Cleveland known as Collinwood. In recent years the area has fallen to economic blight due to the closing of key industry in the area. The newly created economic conditions impacted upon both the mobility and racial composition of the school. In the 1987-88 school year, in order to ensure racial balance some pupils from the West 25th street area were transported to Henry W. Longfellow School. The school poverty level increased to 81.32%. In consideration of these current and ongoing factors affecting the student population, the administration, staff and parents determined the need for establishing and tailoring a Schoolwide project plan unique to the needs of Henry W. Longfellow School students.

- **Identify who was involved --**

During the 1989-90 school year, parents and community members met at the school site and determined the priorities as they perceived them for the 1990-91 school year. Additionally, parents and members of the community were a part of subsequent meetings in which administrators, staff representatives from Chapter 1 programs and educational aides were present. The schoolwide services committee meeting dates are as follows:

| | |
|---|---|
| 1/24/90 | SCC meeting |
| 4/11/90 | SCC meeting |
| 4/25/90 | Faculty meeting presentation by Mrs. Barbara Bray, Chapter 1 Reading Coordinator |
| 4/25/90 | SCC and Faculty representatives by Mrs. Barbara Bray |
| 5/07/90 | Staff, Administration and parents visit to Tremont School regarding operation of Schoolwide Services |
| 5/07/90, 5/08/90, 5/14/90 and 5/15/90 | Staff, administrators, parents and community |

2. **Identify Schoolwide Project Goals (measurable objectives/desired outcomes)**

a. To improve student academic achievement in grades Kindergarten through 6.

b. To provide early academic intervention strategies for "at risk" pupils at all grade levels.

c. To increase the percentage of students scoring in the above average category in Reading Comprehension and Mathematics, in grades 2 through 6.

d. To provide support programs to address social/economic factors which affect student achievement.

e. To provide intervention strategies for pupils at all grade levels who are behaviorally and socially "at risk".

f. To improve the student attendance rate. Specifically kindergarten and sixth grade.

g. To enhance social growth, promote self-esteem and extend the multicultural awareness of students through program experiences provided by extra curricular activities.

h. To increase parent participation in school activities.

i. To provide staff and parental inservice directly related to pupil progress.

3. <u>Goals of a Schoolwide Project are Addressed Through Program Design</u>. **Describe each of the following:**

- **the schoolwide instructional project --**
  The following program is designed to meet the specific needs, as addressed in our needs assessment. The program components are as follows:

  a. The kindergarten program will be augmented through the services of a kindergarten aide. Instructional strategies will include the whole language approach to reading, an increased number of field trips, and various multicultural experiences which will support and enhance the kindergarten child's educational program. Additionally, both the parent technician and the educational aide will correlate programs designed to inservice parents in the district curriculum mandates and give support to parent/child concerns of a social/emotional nature.

  b. Grade 1 teachers will utilize the tutorial services of an educational aide for at least 60 minutes per day. A grade 1 intervention class with a maximum of twelve pupils will be maintained at the school site. Grade 1 teachers will continue to utilize the whole language approach to reading and work in concert with the educational aide in the implementation of the reading program.

c. Grade 2 will utilize the tutorial services of an educational aide for 80 minutes per day to work with children identified by the classroom teacher as academically in need.

d. The upgrading of the grades 3 and 4 reading comprehension CAT subtest was identified by the committee as the academic area of greatest concern. Grade 3 teachers will use the whole language approach to reading and will utilize computer education strategies to enhance the reading program. Both grade levels will have the tutorial services of an educational aide for 80 minutes a day. A primary/upper elementary transition program will commence in September of 1990 to address curriculum changes and procedures as pupils advance from grade 3 to grade 4. The parent technician and guidance counselor will work with parents and teachers to ensure a smoother transition both academically and socially.

e. In grades 5 and 6 the program facilitator will provide 80 minutes per day, per classroom, of tutorial instruction/intervention as designated by the teacher and according to pupil need.

f. The parent technician and the guidance counselor will work with grade 5 in behavior modification and character development and with grade 6 in attendance and in the transition process from grade 6 to intermediate school. Additionally, social/emotional problems which arise in grade 5 and 6 will be addressed by the school intervention team comprised of the parent technician, the guidance counselor, the school psychologist and classroom teachers.

- **the schoolwide pupil services --**

a. One Basic Skills Curriculum Facilitator who will:

1. work with the principal in the implementation of the schoolwide project.

2. coordinate program components with parent technician, guidance counselor, psychological services and educational aides.

3. provide tutorial and instructional support to teachers in grade 5 and 6.

4. coordinate with the principal to provide in-service programs for parents and educational aides.

b. One guidance counselor, 5 days per week to work on schoolwide programs to:

1. increase student self-esteem

2. promote student attendance

3. promote staff attendance

4. provide opportunities for multicultural activities

5. enhance the learning environment thereby impacting positively upon student social progress and academic achievement.

c. One parent technician 5 days a week to:

1. monitor attendance, tardiness and behavioral referrals.

2. work with the program facilitator and the guidance counselor in the correlation of services.

3. set up meetings and parent oriented workshops.

4. provide parents with intervention information relative to social services.

5. serve as a link between east and west side parents.

d. One psychologist to provide an additional day of psychological services per week

e. Four (4) full-time Educational Aides for grades Kindergarten through 3 to provide assistance to classroom teachers in the organization and implementation of the academic program.

f. Two (2) full-time Instructional Aides for grades 4 and 5 to provide assistance to classroom teachers in the organization and implementation of the academic program.

- **the procedures to implement the goals of the schoolwide project --**

The procedures to implement the project are:

Henry W. Longfellow School has been an active participant in the Project Perform Program to establish more effective schools. We will continue to

use the seven components which comprise the more effective schools program as our guidelines.

1. Ongoing inservice for both staff and parents is an integral component in the schoolwide services plan.

2. The establishment and maintenance of a productive school climate will be realized through the efforts of increased support personnel, i.e.: guidance counselor, parent/technician.

3. Additional personnel will assist in the timely distribution of communications to parents relative to curriculum mandates and student achievement, and actively recruit and train parents to work productively in the school.

4. Support in the instructional program will ensure maximum student academic achievement.

5. The supportive staff and the administration will plan and organize pre-school inservice sessions in order to define and implement the goals as outlined in the schoolwide services plan.

# CLEVELAND PUBLIC SCHOOLS

# ESEA CHAPTER 1 SCHOOLWIDE PROJECT PLAN

## JOHN W. RAPER

## CHAPTER 1 SCHOOLWIDE PROJECT PLAN

SCHOOLWIDE PROJECT PLAN: RESPOND IN NARRATIVE FORM. ATTACH PAGES AS NEEDED.

1. Needs Assessment Process

. identify who was involved --

The school staff was surveyed to determine if they would like to participate in the plan. They responded unanimously to participate. A committee was formed to draft a plan for John W. Raper School. The committee is racially balanced and represents the three grade levels. Members of the committee are:

| | | |
|---|---|---|
| Jo-Ann Ribich | - | 1st Grade |
| Delores Comey | - | 2nd Grade |
| Rhonda Taylor | - | 2nd Grade |
| Phyllis Glover | - | 3rd Grade |
| Rebecca Steele | - | Reading Improvement Teacher |
| Erma Boodie | - | Reading Impact Educational Aide |
| Rosa Schembri | - | Administrator |
| Margaret Hostetter | - | S.C.C. Chairperson (parent) |

. specify data used --

The teachers filled out a needs assessment survey form. That, along with the data collected from school - profiles was utilized to assess the areas of greatest need. Profiles include demographic and test score data.

California Achievement Test

Percent Below Average -- Reading

| Vocabulary | | Comprehension | |
|---|---|---|---|
| Grade 1 | 48% | Grade 1 | 49% |
| Grade 2 | 35% | Grade 2 | 40% |
| Grade 3 | 18% | Grade 3 | 18% |

Percent Below Average -- Mathematics

Concepts and Applications

Grade 3 - 55%

Staff Survey

During April, 1989, the faculty and staff of John W. Raper School received a needs assessment survey to determine priority areas to be addressed in the schoolwide Chapter 1 Project. The needs assessment survey form was written by the Chapter 1 Project Committee.

The following areas were perceived as those requiring priority attention:

1. Improved reading and math achievement: to decrease non-promotes.

2. Improved school climate.

3. Smaller class sizes to allow more individualized instruction and reinforcement. This would be accomplished through the services of a reading teacher, a reading teacher assistant to work with first grade students, a teacher assistant for the computer lab, and a teacher assistant for grades two and three.

4. Additional psychological testing time to permit more and faster testing and the correct placement of students.

5. Additional time furnished by the guidance counselor to provide counseling for behavior modification of students.

6. Thirty-eight hours of inservice time for faculty and staff to be divided among grade level meetings, team teacher planning, prescription teacher planning for individualization, the sharing of instructional ideas and techniques, and human relations seminars and/or activities to improve school climate.

7. Field trips to provide enriching experiences for the children.

8. Prescription Learning computer lab to be used in conjunction with the teaching and reinforcement of reading and math skills.

**Parent Survey**

During April, 1989, a parent survey was sent to all of the parents of John W. Raper students. Approximately 10% of the parents surveyed responded. Of the responses received, the following concerns were reveled in order of priority:

1. More effective discipline in the classrooms, and throughout the school.

2. More effective instruction and reinforcement of skills.

3. More effective use of volunteers and parents in the schools.

4. Additional extra curricular activities to enrich the learning experiences of students.

2. Identify Schoolwide Project Goals (measurable objectives/desired outcomes)

To improve reading and math achievement scores at John W. Raper School.

Objectives

Seventy-five percent (75%) of the John W. Raper School students will improve reading and math skills mastery by 25% during the 1989-90 school year by utilizing the following plan:

A. administering a grade level pre and post test in reading and math in October and March respectively.

B. grade level weekly instructional planning team to prepare for prescriptive teaching.

C. regularly scheduled parent-teacher conferences monthly.

D. inservices for faculty and staff.

E. inservices for parents and volunteers.

F. Chapter 1 reading teacher will assist in instruction and reinforcement of reading skills.

G. Chapter 1 educational aide and two other teacher assistants will assist the teachers in grades 1, 2, and 3 respectively by reinforcing reading and math skills.

H. training students to tutor and utilizing volunteer tutors.

I. informing the parents of the skills to be taught, activities of the school, and activities of individual classrooms on a monthly basis through a monthly calendar and/or newsletter.

3. Goals of a Schoolwide Project are Addressed Through Program Design. Describe each of the following:

. the schoolwide instructional project --

A. The goals of the schoolwide project will be addressed through the following means:

1. An all day inservice for faculty and staff, prior to the opening of school in August, skills to be taught, and the goals and objectives of the program (5 hours).

2. Grade level meetings (one hour each) to be held weekly during September and October and monthly meetings (three hours each) to be held November through June to develop tools and techniques, and to share teaching methods and ideas.

3. An all day meeting for all staff members will be held in June (five hours), to assess the goals and achievements of the Chapter 1 Schoolwide Project.

4. A committee has been formed to interview and recommend for hiring a teacher assistant for the computer lab, and teacher assistants for grades two and three.

. **the schoolwide pupil services --**

The schoolwide pupil services will include:

1. Instilling pride in individual students.

2. Additional guidance counseling time.

3. Additional testing by our assigned school psychologist and psychologist from the Diagnostic Reading Clinic.

4. Supportive services of reading teacher and educational aide.

5. Services of teacher assistants to assist in reading and math reinforcement.

6. Use of computers to aid learning in reading and math.

. **the procedures to implement the goals of the schoolwide project --**

The goals of the schoolwide project will be implemented by the following procedures:

1. Direct instruction of all reading and math skills by classroom teacher and supportive reading teacher.

2. Early identification of at risk students who are in need of reinforcement of reading and math skills in September.

3. A computer lab to be used to reinforce reading and math skills.

4. Grade-level planning meetings to enable sharing of ideas, techniques and teaching methods.

5. Team teaching among faculty members to allow another approach for skills that need reinforcement.

6. Greater participation of students in the Young Authors Writing Program.

7. Greater involvement of volunteers to reinforce reading and math skills.

8. Continuation of the "Scholarship in Escrow" Program to encourage good scholarship.

9. Parent inservices by faculty and other resource personnel to develop parenting skills to enhance student learning.

10. Reading and math clubs to encourage greater participation and to acknowledge the achievements of outstanding participants.

11. Training and utilization of student tutors.

12. Prescription Learning Lab to use for the reinforcement of reading and math.

# CLEVELAND PUBLIC SCHOOLS

# ESEA CHAPTER 1 SCHOOLWIDE PROJECT PLAN

## JOSEPH LANDIS

SCHOOLWIDE PROJECT PLAN: RESPOND IN NARRATIVE FORM. ATTACH PAGES AS NEEDED.

1. **Needs Assessment Process**

- **Identify who was involved --**

Staff and parents were involved in every aspect of planning our Schoolwide Project Plan.

During the week of March 12th, a series of meetings were held for staff members to discuss alternatives to the present use of Chapter 1 funds. A team consisting of 3 regular classroom teachers, a Chapter 1 teacher, 2 administrators and 2 parents visited 3 schools who presently have a Schoolwide service program; Mount Pleasant, 3-27-90; Scranton 4-3-90; and Anton Grdina, 4-25-90.

The team reported back to staff members and parents on May 2, 1990 with the differences in the programs observed. Surveys were given out to all staff and sent home to all parents with a list of alternatives to the present use of Chapter 1 funds.

They were asked to rank order the items listed in order of preference.

Open meetings were held during the week of May 7th to discuss alternatives on the surveys and to clarify questions about the choices offered. One hundred and six parent surveys were returned as well as 23 staff surveys.

The surveys were tallied and the top 3 priorities of each group were identified. The input from staff and parents was used to develop our Chapter 1 Project at Joseph F. Landis School.

- **specify data used --**

Data included CAT results, attendance data, and survey results. As a result of discussions with parents and staff members as well as the results of the needs assessment survey, the following priorities were identified.

1. Fewer pupils per class
2. Reinforcement in the area of reading for all students who show a need
3. Team teaching
4. Early identification of special education students

5. A guidance counselor to work with at-risk students and their families.

2. **Identify Schoolwide Project Goals (measurable objectives/desired outcomes)**

A. To increase student achievement

- The number of students scoring in the "above average" category on the Reading Comprehension subtest of the CAT will increase by 3%. The number of students scoring in the "below average" category on the Reading Comprehension subtest of the CAT will decrease by 3% at each grade level.

- The number of non-promotes will decrease by 5% at each grade level.

- Educationally deprived students will gain an average of 3 NCE points on the Reading Comprehension subtest of the CAT.

B. To increase student attendance

- Student average daily attendance will increase by 1% over the attendance rate of the 1989-90 school year.

- The number of "chronic" absentees will decrease by 5%.

C. To increase parent involvement

- The number of parents attending conferences will increase by 5%.

- The number of parent volunteers will increase by 5%.

D. To increase instruction

- Inservice will be offered to all teachers before the school year begins. Ninety percent (90%) of the instructional staff will attend the pre-school inservice.

- Inservice will be offered on a monthly basis. Ninety percent (90%) of the instructional staff will attend these monthly meetings.

3. **Goals of a Schoolwide Project are Addressed Through Program Design. Describe each of the following:**

- **the schoolwide instructional project --**

The Joseph F. Landis Schoolwide Project is designed to meet the special needs of our educationally deprived students. Staff and parents agreed that

pull-out programs would be eliminated for Reading. They also strongly suggested a need to reduce the number of students in each classroom. The addition of 5 classroom teachers will meet this need. Two of the additional teachers will be used as regular classroom teachers. Three of the additional teachers will team with existing teachers to form a team teaching setting; one at each grade level 1-3. The students falling below the 36th percentile would be members of these classrooms.

Having two teachers working with educationally deprived students would better meet their needs and give the other students an opportunity to excell, as well.

Even with the addition of the team teaching rooms, there will be students in the other classrooms who will be educationally deprived. To meet their needs, were propose to have educational aides work in classrooms to reinforce the skills presented by the classroom teacher. The aides will assist teachers who are not team teaching. They will reinforce instruction for students scoring below the 36th percentile on the last CAT taken.

All of the instructional staff will be offered inservice in the areas of equitable alternative discipline strategies, human relations, staff/parent communication, whole language approach and learning centers. The areas listed above will improve the instruction of teachers by giving them different techniques to implement.

- **the schoolwide pupil services --**

Educationally deprived students usually have many personal problems that must be addressed before they can be expected to focus on learning. Our proposal addresses this concern in the following ways:

1. Early assessment by the school psychologist to identify how to best meet the needs of educationally deprived students. Testing will take place on Saturday and during vacation as well as on regularly scheduled school days.

2. A full-time counselor will be employed to work with students who have personal problems standing in the way of their learning. The counselor will work with individual students as well as with groups of students. The counselor will visit homes of the students identified in order to offer suggestions for ways to solve the problems. The counselor will have close contact with neighborhood centers to offer places parents could go to help them with their children and for personal problems.

   Helping the families of students will benefit the child by allowing him/her to concentrate on learning.

The counselor will visit homes of chronic absent students in an effort to improve their attendance.

A parent volunteer committee will develop ways to involve parents as volunteers. Workshops will be offered in the areas of reading and math. A needs assessment will be sent home for parents to identify areas where they would like to be trained. Monthly meetings will be held with top priorities presented.

- **the procedures to implement the goals of the schoolwide project --**

1. The planning committee will review the schoolwide plan with the entire staff and parent groups.

2. Additional staff will be appointed following board procedures.

3. The parent volunteer committee will implement programs to increase parent involvement.

4. Staff and parent meetings will take place before the start of school and during the school year to discuss progress and concerns with the direction of our schoolwide program.

5. The Project Perform proposal and SLT Operational Plan will support the Chapter 1 Schoolwide Project.

# CLEVELAND PUBLIC SCHOOLS

# ESEA CHAPTER 1 SCHOOLWIDE PROJECT PLAN

# LAFAYETTE CONTEMPORARY ACADEMY

SCHOOLWIDE PROJECT PLAN: RESPOND IN NARRATIVE FORM. ATTACH PAGES AS NEEDED.

## 1. Needs Assessment Process

### Introduction

Lafayette Contemporary Academy is a Magnet School located in the Adams/Rhodes Cluster. Instruction is based on individual needs and learning styles.

The school serves grades one through six and has one kindergarten classroom. It has a learning disabled Resource Room. The total enrollment is 568.

The LCA staff indicated a unanimous willingness to undertake positive change to improve the academic achievement of its students. The LCA staff is committed to a strategy that coordinates all of its resources in a schoolwide project.

- **Identify who was involved --**

  A Staff-Led Team (SLT) based poll of staff members determined they wanted more information about a Schoolwide Project.

  A portion of the school's Professional Day -- 3/16/90 -- was devoted to this purpose. The staff voted unanimously to participate.

  Many staff hours were spent in discussion. Parent support was invited. Written instruments were compiled from the staff, parents, and pupil population. Several teachers, parents, and an administrator visited four schools currently involved in Schoolwide Projects, in the Cleveland School District.

  A core group consisting of upper and lower grade teachers, a Special Education teacher, and administrators prepared a composite from the data obtained in the survey and project planning meetings with staff and parents.

  A Schoolwide Planning Team was formed. More than 20 staff members and parents participated. Planning dates were 3/21, 3/22, 3/26, 3/27, 3/29, 4/4, 4/5 and 4/26.

  The entire staff participated in a meeting on May 2, 1990, when each grade level met as a unit and decided what it considered best for its grade in a Schoolwide Project. At a subsequent meeting of staff on May 8, 1990, final plans were arrived at.

Parents were also involved through SCC and PTA regular monthly meetings and at executive board meetings. Representatives of the School -Community Council (SCC) participated in visits to other schools and in planning meetings held at Lafayette Contemporary Academy.

- **specify data used --**

Reading and math scores on standardized tests during the past school year were used in conducting the needs assessment.

On the 4th grade CAT reading tests administered in October 1989, LCA pupils on the average scored in the 42nd percentile. Classroom percentiles ranged from a low of 37 to a high of 46. Likewise, on the 4th grade CAT Language tests also administered in October 1989, LCA pupils on the average scored in the 30th percentile.

On the 5th and 6th grade CAT math tests administered in September 1989, approximately 20% of LCA pupils scored below average in both computation and in concepts and applications.

2. <u>Identify Schoolwide Project Goals</u> **(measurable objectives/desired outcomes)**

A. <u>General Goals</u>

1. To improve the reading and math achievement for all students at LCA targeting the at-risk student population, i.e., pupils performing below their grade level in these subjects. Reading and math achievement will exceed the average of comparable educationally deprived children in the school district each year.

2. To enhance the social and emotional development of students at LCA.

3. To increase parental involvement and input in school activities.

B. <u>Schoolwide Project Goals</u>

1. The achievement of Chapter 1-eligible pupils at LCA will exceed the average achievement of comparable Chapter 1 pupils throughout the school district.

2. The percentage of pupils at LCA who score in the three below average stanines in reading and comprehension will be less than the district-wide average of such pupils.

3. The percentage of pupils at LCA who score in the three below average stanines in math computation will be less than the city-wide average of such pupils.

3. **<u>Goals of a Schoolwide Project are Addressed Through Program Design</u>. Describe each of the following:**

- **the schoolwide instructional project --**

1. Organize grade level teams to coordinate instruction.

2. Establish grade level chairs to coordinate schoolwide program process.

3. Establish at-risk classrooms in grades 1, 3, 4, 5, 6. There will be two certified teachers in each of these classrooms. (Grade 2 already has such a class which will remain as established.)

4. Six (6) paraprofessionals to assist teachers in classroom instruction.

5. Set up an enrichment room in conjunction with the library.

- **the schoolwide pupil services --**

1. Use of a full-time language teacher to develop language skills for groups in grades K-1.

2. Use of classroom computers to enrich reading and math skills.

3. Open access to media center through a full-time media specialist.

4. Counseling/psychological services to provide testing, counseling, agency referral, teacher/student intervention, and home visitation.

5. Use of social skills (may include conflict resolution/mediation training).

6. A time-out room for disruptive students.

7. Use of field trips to enhance academic content.

- **the procedures to implement the goals of the schoolwide project --**

1. Parent liaison to coordinate parental involvement with staff and students.

2. Parent/child training as an ongoing program.

3. Parent meetings at geographical sites with transportation provided for additional contacts with parents.

4. Formation of an additional first grade classroom.

5. Provision of inservice for staff.

# CLEVELAND PUBLIC SCHOOLS

# ESEA CHAPTER 1 SCHOOLWIDE PROJECT PLAN

## MARION C. SELTZER

SCHOOLWIDE PROJECT PLAN: RESPOND IN NARRATIVE FORM. ATTACH PAGES AS NEEDED.

1. **Needs Assessment Process**

Introduction

Marion C. Seltzer is located in a racially integrated, economically deprived urban section of Cleveland. In addition, this area is multicultural, servicing 127 bilingual pupils whose parents often do not speak English. Marion Seltzer has a mobility rate of 69%.

The staff at Marion C. Seltzer recognizes that many of our children are educationally deprived (scoring below the 36th percentile on standardized reading tests) and experience deficiencies in language. Since language development is closely correlated to an individual's reading success, our emphasis will be to encompass the four skill areas using a holistic approach.

Also, we will assist our students' parents in becoming more effectively involved in the educational process. We feel that a positive school/home relationship is a key factor to each student's success.

- **identify who was involved --**

  All parents were polled through questionnaires, School Community Council meetings and a bilingual parent meeting. Teachers and paraprofessionals were polled at grade level meetings and at a staff meeting. A planning committee then compiled the input. Newsletters were distributed to the staff as plans proceeded. Two Chapter 1 administrators also provided input. A writing team finalized the proposal.

- **specify data used --**

  - CAT scores
  - attendance data
  - questionnaires responses
  - school profile data

2. **Identify Schoolwide Project Goals (measurable objectives/desired outcomes)**

   - To increase achievement of educationally disadvantaged students on CAT reading test by 3 NCE units.

   - To increase achievement of educationally disadvantaged students on CAT math test by 3 NCE units.

- To increase by 10% the number of students at average or above average on CAT reading test, by project's end.
- To achieve an attendance goal of 80% of students attending 90% of school days.
- To secure parent participation in student's educational process; increase attendance at parent meetings by 10%.
- To attain 75% of students receiving S or E in "Personal and Social Growth" block of report card for each report period.
- To achieve 85% promotion of grade 1 students by project's end.

3. **<u>Goals of a Schoolwide Project are Addressed Through Program Design</u>. Describe each of the following:**

A. Grade 1: holistic approach to reading

1. preservice to grade 1 teachers and Chapter 1 staff for 3 days; presented by instructors from John Carroll University
2. team teaching including classroom teacher, Chapter 1 teacher and paraprofessional
3. team planning meetings weekly
4. Chapter 1 teacher to work with flexible small group or whole class, emphasizing reading and writing
5. ten computers with printers and writing programs
6. books to go home daily for reading practice
7. class meetings with newsletters
8. nursery rhymes and/or poems
9. scheduled daily outdoor recess
10. four to five periods per day with Chapter 1 teacher and paraprofessional
11. contract with parents to read each day and attend school functions
12. manipulatives and computer assisted instruction for math

13. learning centers

14. continuing support and inservice throughout the year supplied by a university instructor and district personnel

15. literature based reading material: read alouds, shared reading (including Big Books), guided reading, read along (multiple copies, cassettes)

16. in-house assessment of all grade 1 students in September

B. Grades 2 and 3: holistic approach to be phased in over life of grant, beginning year 2

1. team teaching including classroom teacher, Chapter 1 teacher and paraprofessional

2. team planning meetings weekly

3. Chapter 1 teacher to work with small, flexible groups or whole class, emphasizing reading and writing

4. Chapter 1 teacher in classroom 2 periods per day

5. sets of chapter books

6. class meetings with newsletters

7. use of poetry

8. contract with parents to oversee home assignments and attend school function

9. manipulatives and computer programs for math

10. learning centers

C. All grades

1. Lau "A" (bilingual, LEP) pulled out for BELL class

2. additional BELL teacher to serve eligible students

3. building wing teams to intervene with individual students

D. "Personal and Social" growth block of report card

1. continue Seltzer scholarship program

2. building wing teams, 2 per floor, use of staff or grade level meeting time

    a. support with behavior problems
    b. share curriculum ideas, materials
    c. establish hall, lavatory procedures
    d. bulletin boards in each wing to focus on self-esteem

3. detention after school

    a. one day per week with 2 monitors
    b. frequent referrals, guidance sessions, home visits

4. guidance personnel to work with parents and target children

5. parenting classes for child management and academic support

6. additional full-time guidance person to execute plans designed to meet social needs of students

7. individual and whole class guidance sessions social skills

8. class meetings to include focus on school environment social skills

9. continue Pride Day and other positive activities

10. additional psychological services to screen new at-risk students

E. Parent involvement

1. Parent Incentive Plan

    a. respond to school regulations
    b. attend meetings
    c. follow through on home assignments
    d. return borrowed equipment
    e. earn points toward a reward for parent and child to share

2. Continue contact with Child Life Program

3. Parent liaison to follow up on teacher referrals, students absences, and to make home visits

# CLEVELAND PUBLIC SCHOOLS

## ESEA CHAPTER 1 SCHOOLWIDE PROJECT PLAN

## MARION STERLING

SCHOOLWIDE PROJECT PLAN: RESPOND IN NARRATIVE FORM. ATTACH PAGES AS NEEDED.

1. **Needs Assessment Process**

Marion Sterling is located in an economically deprived urban area of Cleveland. The school provides educational services to children from pre-school through third grade. Approximately 80% of the students' families receive public assistance.

Many children come from single parent homes. Although many parents themselves have a limited education, they are aware of their child's need for a quality education.

- **Identify who was involved --**

Marion Sterling's administration, staff and parents will work diligently toward fulfilling the educational needs of the youngsters. The mastery of basic skills as well as raising self-esteem are top priorities. Parent involvement and student attendance will be emphasized.

- **specify data used --**

Student needs were determined by examining standardized test scores, teacher assessments and attendance statistics.

The needs assessment process involved Chapter 1 teachers, classroom teachers from each grade level, parents and administrators. Teacher assessments, standardized test scores, and attendance statistics were studied and discussed. This data combined with parent input determined the priority needs of these educationally deprived children.

| | Number Tested | Above Average Stanine 7-9 | Average Stanine 4-6 | Below Average Stanine 1-3 |
|---|---|---|---|---|
| Grade 1 | 129 | 10% | 53% | 36% |
| Grade 2 | 114 | 21% | 47% | 32% |
| Grade 3 | 88 | 19% | 63% | 18% |

2. **Identify Schoolwide Project Goals (measurable objectives/desired outcomes)**

   1. Kindergarten students will gain an average of 3 NCE points based upon pre-post Metropolitan Reading Test (Spring assessment).

   2. Students in grades 1-3 will gain an average of 3 NCE points based on the reading comprehension subtest of the CAT (Spring assessment).

   3. Student average daily attendance will increase by 1%.

   4. Parent attendance at regular meetings will increase by at least 10% over the previous year.

3. **Goals of a Schoolwide Project are Addressed Through Program Design. Describe each of the following:**

   - **the schoolwide instructional project --**

     Reading

     1. Chapter 1 Reading Resource teachers will each serve 36 students in grade 1 in basic reading skills, and serve other Chapter 1 students as scheduling permits.

     2. Three educational aides will be assigned to assist Chapter 1 teachers.

     3. Staff development will be designed to improve and enhance reading achievement in all grades.

     4. Two educational aides will be assigned to assist classes in grades 2 and 3 in reading.

     5. Parent volunteers will be recruited and inserviced to tutor in classrooms in reading.

     6. One paraprofessional (1/2 time) will be hired to assist as Parent Liaison to help provide training for parents, tutors, and other paraprofessionals and will contact parents regarding student progress, attendance and discipline.

     7. Community volunteers will be recruited and inserviced to provide additional tutoring in reading in grades 2 and 3.

8. Monthly newsletters will be prepared and distributed by students to inform parents of building and classroom activities and to improve writing and language skills.

9. Cultural experiences will be provided to enrich and expand students' experiences, e.g. field trips, assemblies.

10. Monthly attendance incentives will be established schoolwide.

11. Supplementary supplies, materials, and equipment will be purchased as needed to enhance whole language reading instruction.

12. Classroom libraries will be established in each classroom, with special reading incentives.

13. A learning styles assessment will be given to 1st grade students at the beginning of the school year.

Mathematics

1. Instruction in math will be centered around the use of concrete and semi-concrete manipulative devices to reinforce the basic operations.

2. Staff development training will be provided to improve math instruction.

3. Paraprofessionals will be utilized to reinforce instruction.

4. Learning centers will be established in each classroom.

Computer Education

1. Additional computers will be purchased to make a computer available for each classroom.

2. Computer training will be provided for teachers and paraprofessionals throughout the school year.

3. Computer software will be used to reinforce math and reading skills. Inservice on specific programs will be given to teachers and para-professionals.

Parent Involvement

1. Parent communication will be improved through monthly newsletters.

2. Parents will be encouraged to participate in school and class activities.

3. Parent programs will be designed to provide information on parenting skills, child development, reinforcement of learning skills, and other relevant topics.

# CLEVELAND PUBLIC SCHOOLS

# ESEA CHAPTER 1 SCHOOLWIDE PROJECT PLAN

## MARY B. MARTIN

CHAPTER 1 SCHOOLWIDE PROJECT PLAN

SCHOOLWIDE PROJECT PLAN: RESPOND IN NARRATIVE FORM. ATTACH PAGES AS NEEDED.

1. **Needs Assessment Process**

Mary B. Martin School is situated in a community characterized by low income housing, high unemployment and a transient population. It is an upper elementary school serving grades 4 to 6 (17 classes). We have 2 kindergarten units and 1 child development pre-school unit. We have a learning disabled program (3 classes) and a developmentally handicapped program (3 classes). We also have a major work (gifted) program (3 classes). The total school enrollment is 581 students.

- **identify who was involved --**

An initial team meeting was held with 15 people. Included were: Grade Level Chairpersons, Staff Lead Team Chairperson, Union Conference Committee Chairperson, PTA President, School community Council Chairperson, Chapter I Teachers, and Administrators. A steering committee was assigned the task of visiting schools that were involved in schoolwide service. The committee brought the information they gathered to the team and the entire staff. In the planning process, the staff felt a need to develop reading and math support strategies that would serve more of the school population.

- **specify data used --**

Poverty index, Non-promote rate, student attendance data, CAT Reading below 36%, (162 eligible students,) CAT Math concepts & below 36%, (111 eligible students.)

2. **Identify Schoolwide Project Goals (measurable objectives/desired outcomes)**

1. Improve reading achievement, Gr. 4-6
2. Improve math achievement, Gr. 4-6
3. Improve student attendance rate
4. Increase support for non-promotes (A.L.C.)
5. Increase the amount of parent contacts

To implement these goals schoolwide service will utilize paraprofessionals in reading, math, and computer education to assist in improving student achievement. Also included will be the addition of a paraprofessional to assist in increasing parent contacts. Chapter I services will be made available to the entire school population.

3. **Goals of a Schoolwide Project are Addressed Through Program Design. Describe each of the following:**

- **Schoolwide Instruction Project.** --
  (Measurable Objectives/Desired Outcomes)

  Mary B. Martin School program will be designed to meet the specific needs of our school population. The components of the program are:

  1. Reading program to support grades 4,5,6. A whole language room, a computer lab for basic math & reading skills, utilizing computers in the building. An existing 6th grade computer lab for reading will be used.

  2. Team teaching will be incorporated across grade levels. Teams will meet to plan, develop and evaluate instructional needs.

  3. Math Resource teacher to team teach instruction in designated grades based on need (CAT scores), and to staff a Math Resource room.

  4. Grade 4 teacher (Accelerated Learning Classroom) to provide intense instruction in a reduced class size setting.

     Grade 5 teacher ( Accelerated Learning Classroom) to provide intense instruction in a reduced class size setting.

  5. Grade 6 teacher - to provide concentrated instruction to over-age children.

  6. Computer lab - a computer lab paraprofessional will assist the classroom teacher, maintain equipment and materials. The computer lab will be used for basic skills ( Reading/Math).

7. Aides

   . One full-time computer aide will help teachers implement a schoolwide computer literacy program, and monitor prescriptive learning in computer lab.

   . One full-time positive reinforcement aide will work with staff to improve student behavior. This aide will also serve as a parent liaison to improve attendance.

   . Three full-time paraprofessionals will assist teachers in grades 4,5,6 with small group instruction.

8. One child development classroom will operate five days a week to provide instruction through the use of hands-on manipulative materials, field trips, and multi-cultural activities in order to increase the childrens' educational and cultural experiences.

9. Kindergarten class will provide instruction 5 days a week in the area of reading, language and math. A paraprofessional will assist in instruction.

- Schoolwide Pupil Services -- Supporting and reinforcing the instructional program are the following part-time pupil services:

1. Speech Therapist
2. Nurse
3. School Psychologist
4. Guidance counselor
5. Physical Education
6. Vocal Music
7. Art
8. Library Media Center
9. French
10. Adopt-A-School volunteers (tutoring, special presentations)

- **Procedure to Implement The Goals of Our Schoolwide Project**.-- The procedures to implement the project are:

  1. Screening and identification of students needs, (Gr. 4-6)
  2. Monthly team meetings for curriculum planning.
  3. Meetings of school committees.
  4. Bi-monthly meetings of Chapter 1 schoolwide service planning team.
  5. Monthly parent meetings on schoolwide plan.

# CLEVELAND PUBLIC SCHOOLS

# ESEA CHAPTER 1 SCHOOLWIDE PROJECT PLAN

## MILES PARK

CHAPTER 1 SCHOOLWIDE PROJECT PLAN

SCHOOLWIDE PROJECT PLAN: RESPOND IN NARRATIVE FORM. ATTACH PAGES AS NEEDED.

Introduction

Miles Park Elementary School is located in a racially integrated urban area, without a recreation center or Public Library.

This school provides instruction for about 600 students from pre-kindergarten to grade six. Approximately 84.6% of the population is at the poverty level as determined by free and reduced price lunch.

In addition, many students come from single parent homes. Many parents do not have high school educations; however they recognize the need for quality education.

The administration, staff and parents are committed to providing a quality educational program called the Miles Park Busy Bee Success Program. This program will enable all students to succeed in mastering the basic skills as well as instilling social skills.

1. Needs Assessment Process

. identify who was involved --

During the 1988-89 school year it was determined by the staff, SCC and PTA that the greatest need at Miles Park is to improve student achievement in Reading, Writing, Mathematics and Oral Skills.

. specify data used --

Connecticut Survey, Adopt a School needs assessment, report cards, teacher made tests, standardized test results (CAT) and parent conferences were data used to assess need of Miles Park School.

2. Identify Schoolwide Project Goals (measurable objectives/desired outcomes)

a. To improve student achievement the basic skills using a holistic instructional approach.

b. To increase parent participation in the educational process.

c. To resolve social-emotional barriers impeding the academic progress of students.

3. **Goals of a Schoolwide Project are Addressed Through Program Design. Describe each of the following:**

. **the schoolwide instructional project --**

The Miles Park Busy Bee Success Program (MPBBSP) will utilize the following components to achieve its goals:

1. Mastery Learning Approach using pre and post testing and frequent assessment of student progress.

2. Tutors specially trained to work with at-risk reading students will provide service both in and out of class.

3. Computer Lab for individual instruction and acceleration in all grades.

4. Educational Aides in pre-K and all four extended day kindergartens.

5. Constant homogeneous regrouping in reading and math according to skills, across age and grade levels, so that teachers work with students on same level. Chapter 1 teachers will be utilized to reduce instructional group size and increase the level of support to low achievers.

6. Teachers will increase the proportion of time allotted to direct instructional activities.

7. Character education will be taught for 15 minutes each day to instill ethics and social skills in all students.

8. Six week assessments will be conducted to measure reading and math progress with support to those students achieving below expectation.

9. A learning style assessment will be incorporated into classroom organization and instruction.

10. The number of home-school contacts will be increased.

. **the schoolwide pupil services --**

Computers for individualized instruction, remedation and acceleration; Social Worker; Tutors; Computer Learning Application; Specialists in Reading; Educational Aides in Pre-K and Kindergarten; Full-time Media Specialist; Volunteers-Inter Church Council.

# CLEVELAND PUBLIC SCHOOLS

# ESEA CHAPTER 1 SCHOOLWIDE PROJECT PLAN

## MOUNT AUBURN

CHAPTER 1 SCHOOLWIDE PROJECT PLAN

SCHOOLWIDE PROJECT PLAN: RESPOND IN NARRATIVE FORM. ATTACH PAGES AS NEEDED.

1. Needs Assessment Process

   a. Identify Who Was Involved

   The administration, staff and parents were assessed to determine their priorities, interests and needs related to the pursuit of educational excellence. The assessment was studied and discussed and a program was designed for Mount Auburn Schoolwide Services by the Mount Auburn community. The schoolwide program is designed and based on the educational needs of all students especially the needs of the educationally deprived students.

   b. Specify Data Used

   Mount Auburn School is a primary K to 3 elementary school. Mount Auburn provides instruction for about 400 students. Of the 400 students 93% or 329 of the students receive free lunch. Many of our students are from single parent homes and our mobility rate is 80%. This information was obtained from the 1987-88 School Profile of Mount Auburn.

   For the 1987-88 CAT test results the comprehension scores indicate that in all the grades 1 to 3 there was an increased number of the below average scores. The number of the above average scores decreased while the number of average scores stayed about the same. The test results were lower for the 1987-88 school than the previous years. Emphasis and stress must be placed on reading comprehension.

2. Identify Schoolwide Project Goals (measurable objectives/desired outcomes)

   Mount Auburn's goals for each of the next three school years (89-92) are:

   1. to observe a gain of at least 3 NCE on the California Achievement Test (CAT), total Reading and Mathematics.

   2. to decrease the percentage of children receiving below-average scores on the CAT reading comprehension by 3%.

   3. to increase the percentage of students receiving above average scores on the CAT reading comprehension by 3%.

   4. to decrease the number of non-promotes by 5%.

   5. to increase the number of parent/community volunteers by 10%.

3. **Goals of a Schoolwide Project are Addressed Through Program Design. Describe each of the following:**

. Program Design

Mount Auburn School will meet the needs of its students by using the whole language approach to reading. This program is designed to improve the students' academic achievement in reading and language arts.

The whole language reading approach stresses reading, writing, listening and speaking as an integrated whole. Reading is not a series of isolated skills but an experience of total language. Our whole approach to reading will use literature and basal instruction. The activities that will be used daily are meaningful before and after reading activities such as predicting, brainstorming and webbing. The staff will take time each day to read to students and plan time for silent reading. Meaningful writing seatwork will be used which stresses comprehension and draws on prior knowledge and experience.

At the center of our whole language approach to reading are learning centers. These centers will be developed in each classroom to stimulate activities that emphasize reading and language development outside of reading groups. These learning centers will reinforce and enrich the students' reading and writing skills. These centers will be equipped with educational activities, tapes, books, paper and other manipulatives for students to work in small groups or individually.

A. Each classroom will create and develop learning centers. Some of the centers that will be developed are:

1. reading center
2. vocabulary and word attack center
3. listening center
4. writing center
5. illustration center

B. A math center will also be developed that will be equipped with math manipulatives to enhance mathematics achievement.

The Chapter 1 staff will also use the whole language approach to reading. The above mentioned centers will be developed in the Chapter 1 classes along with a computer center, and a language master center. The skills of reading, listening and speaking will be stressed. Books of poems and stories will be written and published by the students. The binding machine will be used for this purpose. The laminating machine will be used to add permanence to the childrens' publications so as that they may share with parents and peers.

This program design will be implemented by the administration, staff and parents. This will be a school wide program and will be used by all students K to 3.

. Kindergarten

Three parents will be identified to work with the kindergarten students. They will work with students in groups of 2 to 6, three times a week, two hours a day, on reading readiness skills. The language skills will be emphasized through nursery rhymes and reading to the students. Also, listening and speaking skills will be developed. The parents will be trained by the Chapter 1 staff and kindergarten teachers. There will be weekly communication between the parents, Chapter 1 staff and teachers.

. Grade 1

The first grade will be serviced by the classroom teachers, a Chapter 1 aide, and a retired Chapter 1 reading teacher, two days a week. The Chapter 1 staff will work with groups of children from 2 to 6 students in each group. Communication among the staff will be weekly.

The Chapter 1 staff will work on first grade skills taught in the classroom. They will reinforce the classroom instruction and stress comprehension. The whole language approach with learning centers will be used.

. Grades 2 and 3

Along with the classroom teachers, a full time and part-time (two days a week) Chapter 1 teacher will service the second and third grade. The Chapter 1 teacher ratio will be from 2 to 8 students. Weekly communication among the teachers to discuss students' needs and progress will be utilized.

The Chapter 1 teachers will use the whole language approach to reading. They will work on developing reading, writing, listening and speaking skills. Learning centers will be used in the Chapter 1 classroom. Computers will be used to reinforce and enrich reading. Language masters will help develop and drill vocabulary. Comprehension will remain a priority and will be stressed.

In addition to the above, two teachers will be added to the staff at Mount Auburn to reduce class sizes in the regular classrooms. Smaller class sizes will enhance the school's ability to individualize instruction and will contribute to improved academic achievement.

- the procedures to implement the goals of the schoolwide project --

We will concentrate on Staff Development, Learning Styles, Training for Specialists to train Aides and Tutors, monitoring of training, evaluation and follow-up, 2 day training session.

# CLEVELAND PUBLIC SCHOOLS

## ESEA CHAPTER 1 SCHOOLWIDE PROJECT PLAN

## MOUNT PLEASANT

CHAPTER 1 SCHOOLWIDE PROJECT PLAN

SCHOOLWIDE PROJECT PLAN: RESPOND IN NARRATIVE FORM. ATTACH PAGES AS NEEDED.

1. Needs Assessment Process

. identify who was involved --

Mount Pleasant Elementary School is located at 11617 Union Avenue, Cleveland, Ohio. The student population of 598 students includes; LD and SBH units (21), child development (pre-school) class, kindergarten and grades four through six. Over 78% of our students are at the poverty level.

Our proposal is the result of various meetings between school staff, the school administration, Chapter 1 teachers on staff, district supervisory personnel and parents (SCC/PTA). Students were also surveyed regarding after school programs.

. specify data used --

All parties mentioned above were asked to provide suggestions regarding the needs of our students and how to improve the delivery of instruction, specifically in the areas of reading and mathematics. All suggestions were taken into consideration and discussed by the committee. Our schoolwide proposal attempts to provide a sound educational program which meets the needs of all students at Mount Pleasant School.

The data used to prepare the proposal included the 1987 and 1988 California Achievement Test results (Reading and Math) as well as the results of the Cleveland Reading Competency Test (1987 and 1988). Also staff observations, evaluations, and opinions were solicited by the committee. The administration also requested suggestions and recommendations from district Chapter 1 supervisory personnel. Mount Pleasant School has a large number of students who are Chapter 1 eligible. Our priority areas will be to increase achievement in reading and mathematics and to increase pupil personnel services.

2. Identify Schoolwide Project Goals (measurable objectives/desired outcomes)

1. To increase student achievement:

. The number of students scoring in the "above average" category on the CAT will increase by 3%. The number of students scoring in the "below average" category on the CAT will decrease by 3%.

. The number of non-promotes will decrease by 5%.

2. To increase student attendance:

   . Student attendance will increase from 93% to 94% in grades 4-6.

   . The number of "Chronic" absentees will decrease by 5%.

3. To improve teacher competencies:

   . A peer review team will be established to improve teacher performance as measured by teacher evaluation.

   . Teachers will be directed to make 4 home visitations per year.

4. To increase Parent involvement:

   . The number of parents attending conferences will increase by 5%.

   . The number of parent volunteer hours will increase by 5%.

   . Five percent (5%) of our parents will attend adult education classes in reading, math, and/or computer education.

5. To increase the use of technology:

   . One hundred percent (100%) of our students will be given direct instruction, (reading comprehension and math) by the use of computers.

   . One hundred percent (100%) of our students will become computer literate.

3. Goals of a Schoolwide Project are Addressed Through Program Design. Describe each of the following:

The Mount Pleasant Schoolwide Service Chapter 1 proposal is designed to eliminate all "pull-out" programs in the school with the exception of our orchestra program. All Chapter 1 pull out programs will cease to exist, and the school choir will become an after school activity. The proposal will also increase pupil personnel services, reduce class sizes, provide computer education for all students, provide training for staff and parents of children to be served and implement an extended school program. This proposal is designed to improve student achievement in reading and math.

The centerpiece of our proposal is the establishment of a reading lab, supervised and operated by a reading specialist. Each class will attend the lab twice a week and receive instruction at their ability level by using their own computer terminal. The classroom teacher will assist the reading specialist.

Presently there are 16 classroom teachers in the building. In order to insure that students would benefit from our changing educational environ- ment, an additional classroom teacher would be hired at each grade level to reduce class size.

The current math assistance project supplies/materials will be divided by grade level and given to grade level chairpersons to allocate to classroom teacher. Each classroom teacher will receive additional amount of funds to purchase math materials they feel would help instruction in their individual classrooms. A math center will be set up in each classroom so students can use the supplies/materials. Parent volunteers (room parents) will be trained to help the teachers direct/supervise the math centers.

Educationally deprived children usually have their share of personal problems, and we recognize that teachers sometimes do not have the time and/or expertise to deal with these problems. With additional time in the building from pupil personnel staff, much can be done to alleviate some of the obstacles to learning which effect our students.

Our proposal addresses that concern in the following ways:

- A full-time guidance counselor will be employed.

- Use of Chapter 1 reading assessment service in our school which would increase and compliment daily services of nurse, speech therapist, psychologist, etc.

Also included in the proposal, will be the addition of a trained parent technician (from Chapter 1 District budget) to serve as a parent liaison and attendance assistant on a part-time shared basis.

Inservice workshops will be conducted for staff and parents in reading and math instruction, sponsored by the district Chapter 1 program.

The planning committee will review the schoolwide plan with the entire staff and also discuss the proposal with our school community council and PTA. We will interview and appoint additional personnel following board personnel procedures.

Additional computers will be purchased for our reading lab.

In cooperation with the union conference committee, a peer review team will be established.

The school Community Relation Committee will implement programs to increase parent and community involvement at Mount Pleasant.

The committee also recommended that a computer technician be employed to inservice, supervise and conduct math lessons in the computer classroom. If the funding is not available for this year (1989-90), then we would look toward 1990-91.

# CLEVELAND PUBLIC SCHOOLS

# ESEA CHAPTER 1 SCHOOLWIDE PROJECT PLAN

## PAUL DUNBAR

CHAPTER 1 SCHOOLWIDE PROJECT PLAN

SCHOOLWIDE PROJECT PLAN: RESPOND IN NARRATIVE FORM. ATTACH PAGES AS NEEDED.

1. **Needs Assessment Process**

- **Identify who was involved --**

  - Teacher Union Chairperson (2nd Grade Teacher)
  - Chapter One Teacher
  - Third Grade Teacher
  - First Grade Teacher
  - Kindergarten Teacher
  - Two Parents
  - Principal

  DATES OF PLANNING MEETINGS

  - Input from staff - March 20, 24, April 5,8,17,22,28, May 7.
  - Input from parents - February 15, March 15, April 20, May 7.

- **specify data used --**

  - A Teacher/Parent survey was developed by the committee. The results are as follows.

  1. Improve reading achievement in grades K-3
  2. Improve math achievement grades 1-3
  3. Improve supportive services
  4. Increase the use of computers as educational tools
  5. Improve student attendance
  6. Improve parent involvement and communication
  7. Improve school climate
  8. Reduce class size

  • CAT SCORES '88-'89 SCHOOL YEAR

| | Number Tested | Above Average | Average | Below Average |
|---|---|---|---|---|
| Gr. 1 | 151 | 21% | 47% | 32% |
| Gr. 2 | 113 | 19% | 50% | 32% |
| Gr. 3 | 88 | 10% | 68% | 22% |

2. **Identify Schoolwide Project Goals (measurable objectives/desired outcomes)**

-Schoolwide grade level retention rate will be reduced by 3%.
-Students in grades 1-3 will gain an average of 3 NCE points on the reading comprehension subtest of the CAT (Spring Assessment).
-Student Average daily attendance will increase by 2%.
-Parent involvement and communication will increase 5%.

3. **Goals of a Schoolwide Project are Addressed Through Program Design. Describe each of the following:**

* CHAPTER ONE TEACHERS

Two Teachers will provide additional services for grades one and two. Each teacher will provide in-class services to a group in each classroom.

The teachers will also provide information and resources when requested for all classes. They will work in co-operation with the tutors and parent liaison as coordinators of services.

* COMPUTER EDUCATION

The use of computers will be focused into the third grade classes. There will be at least two computers available in each classroom.

Third grade teachers will be provided with two additional days of inservice in the use of computers to insure their employment in the classroom for continued practice or introduction of new concepts.

* ROOM READING CENTERS

Reading Centers will be established or upgraded in every room. The centers will contain tapes, books and reading material on all levels. Resources will be used to give children additional practice in reading for pleasure.

CHAPTER 1 SCHOOLWIDE PROJECT PLAN

* PARENT LIAISON

A staff member will be secured to perform a number of tasks including the following:

- contact parents of poor attending students
- secure signatures from parents when necessary
- develop and publish a school newsletter called "Dunbar Daily" with the parents and students
- help develop and maintain parent participation in the classrooms and building

The liaison's activities will be co-ordinated by the principal and lead teacher.

* ORAL LANGUAGE DEVELOPMENT

Dunbar is requesting a full time physical education teacher through their general fund allocation. With this addition the school would develop an oral language aspect to the language arts program.

More public speaking and the growth of presentation skills are anticipated along with co-operation of classroom teachers. The teacher would be in charge, of all special activities programs with the children participating on a monthly basis in these programs. Other skills that will be developed are team work and an increase in positive self-concept.

* ACCELERATED LEARNING CLASSROOM

Children will be identified for this program through testing in May. An additional teacher will team with one of our present first grade teachers to provide remedial, enrichment and accelerated instruction. The goal is to regain grade level status by the end of the year.

* HOMEWORK POLICY

School packets will be designed to state district homework policy and grade level requirements for skills. Each grade level will determine homework procedures and communicate that information directly to parents.

Chapter one funded teachers will act as a resource in the development of grade level homework.

CHAPTER 1 SCHOOLWIDE PROJECT PLAN

* PARENT AND COMMUNITY

Parents will be requested to act as room parents. This will be done through a letter canvassing parents at the beginning of the year. The Parents liaison will help to Establish these contacts.

Parents will also be trained by members of the Dunbar staff to help maintain the school library. We will be able to keep the library open all week to Maxamize the utilization of the books.

Cleveland State University instructors will train both parents and community volunteers in tutoring procedures. These tutors will be used to re-enforce skills and support the classroom activities.

* ADDITIONAL STAFFING

A psychologist is being requested for two additional days a week, this would provide service 3 days a week.

Dunbar is a primary building and children are initially screened for learning problems. Children will be recommended, tested and properly educated according to their learning needs.

An additional teacher is being requested as a part of the schoolwide project to reduce the pupil teacher ratio. The mobility rate for Dunbar is 72%, resulting in a wide fluctuation in the pupil teacher ratio. This teacher will help to stabilize class sizes.

* ATTENDANCE

If the child is not in school he/she cannot be taught -- a simple concept but difficult to incorporate.

With the use of incentive programs, parents and the parent liaison, a concerted effort will be made to follow up on any child out of school more than two days in a row or who shows a pattern of chronic absenteeism.

Dunbar has a 72% mobility rate and a constant monitoring of attendance is necessary.

CHAPTER 1 SCHOOLWIDE PROJECT PLAN

* MAIN FOCUS OF PROGRAM

The objective of each of these areas is to individualize delivery of services as much as manpower will allow. The emphasis will always be on the educational needs of the child.

# CLEVELAND PUBLIC SCHOOLS

## ESEA CHAPTER 1 SCHOOLWIDE PROJECT PLAN

## SCRANTON

SCHOOLWIDE PROJECT PLAN: RESPOND IN NARRATIVE FORM. ATTACH PAGES AS NEEDED.

Scranton Elementary School is located in a Multi-Cultural, economically deprived urban area of Cleveland. The school provides education for children from Child Development through third grade. Presently the school population is 169 Hispanics, 71 Arabic, 246 Black, and 192 Appalachian/Caucasian students of which 92.25% are economically disadvantaged. Staff composition is:

| | |
|---|---|
| Administrators | 2 |
| Classroom teachers-regular | 13 |
| Classroom teachers-bilingual | 11 |
| Certificated support staff | 11 |
| Bilingual instructional aides | 6 |

1. Needs Assessment Process

. Identify who was involved --

Parents and staff of Scranton Elementary School received a needs assessment survey form. Results were tabulated by the School Steering Committee which was made up of 6 teachers, 2 administrators, and 2 parents. A composite was made from the data contained in the survey forms. Needs were prioritized from the data survey and project planning meetings with staff and parents.

Dates of planning meetings were:

A. Input from parents

1. Jan. 18 2. Feb. 15 3. March 15 4. April 12

B. Input from staff

1. Jan. 18 2. Feb. 9 3. Feb 23 4. March 22 5.April 5 6. May 9

. specify data used --

Objective data obtained from the City Wide testing program showed the following standings:

May 1988 C.A.T. Reading Comprehension Stainine Banding

| | Number Tested | Above Average Stainie 7-9 | Average 4-6 | Below Average 1-3 |
|---|---|---|---|---|
| Grade 1 | 135 | 2% | 55% | 43% |
| Grade 2 | 140 | 9% | 62% | 29% |
| Grade 3 | 104 | 18% | 61% | 21% |

| | | | | | |
|---|---|---|---|---|---|
| Arabic | Grade 1 | 4 | 0% | 75% | 25% |
| | Grade 2 | 11 | 9% | 73% | 18% |
| | Grade 3 | 9 | 11% | 78% | 11% |
| Hispanic | Grade 1 | 17 | 6% | 76% | 18% |
| | Grade 2 | 32 | 9% | 66% | 25% |
| | Grade 3 | 12 | 50% | 50% | 0% |
| | National Norms | | | 23% | 54% | 23% |

April 1988 S.A.B.E.

| | | Number Tested | Reading Vocational | Reading Comp. | Total Reading |
|---|---|---|---|---|---|
| (Lau ABC) | Grade 1 | 50 | 36 | 33 | 34 |
| | Grade 2 | 38 | 40 | 46 | 44 |
| | Grade 3 | 28 | 22 | 16 | 19 |

National percentile scores

Demographic information form the 1987-88 school profile reflects the following:

| | 1987-88 | | | 1986-87 | | |
|---|---|---|---|---|---|---|
| | Black | Other | Total | Black | Other | Total |
| Enrollment | 243 | 375 | 618 | 246 | 88 | 632 |
| Number Students Suspended | 1 | 0 | 1 | 0 | 0 | 0 |
| Number of Suspensions | 1 | 1 | 2 | 0 | 0 | 0 |
| Attendance Rate | 88% | 92% | 90% | 91% | 92% | 91% |
| Failure Rate | 8% | 6% | 7% | 11% | 8% | 9% |
| Dropout Rate | 0% | 0% | 0% | 0% | 0% | 0% |

Our schoolwide staff/parent survey generated the following subjective needs data:

a. reading improvement

b. reduction of class size

c. increase in student attendance

d. parent involvement and effectiveness training for parental assistance at home.

e. current educational methods through inservice in order to build a basis for students achievement

f. all day kindergarten

Summarizing our needs and priorities as identified by the assessment, Scranton School will target:

. Reading

One hundred students are receiving Chapter 1 remedial reading services, more than fifty are presently on the waiting list. class sizes range from twenty-five to thirty. Teacher/pupil ratio needs to be improved in order to provide more individual students time with a certificated teacher who will help with individual reading problems.

The 1988 CAT documents the low comprehension mastery level of Grade One.

. Attendance

Scranton School has a 70% mobility rate as illustrated during 1987-1988 where with a student enrollment of 618, 430 movements occurred.

| | |
|---|---|
| 256 | Transfers |
| 161 | Entries |
| 73 | Withdrawals |

The amount of time students spend at school impacts on achievement.

. Parent involvement

Work to maintain or increase by one percentage point and thereby improve the academic performance and student attendance.

An informal survey of parents indicates the number of parents entering and completing high school is low. Parents range in age from 20-30. Two to four siblings are average. From observation and discussion, there is a need for parent training and development.

. Professional in-service

Staff development will be implemented through out the school year with emphasis on teacher awareness and growth in goal areas to enhance student achievement.

. All Day Kindergarten

Our location and population diversity indicates a need for All Day Kindergarten as a preparatory step toward improved readiness skills for Grade One.

2. Identify Schoolwide Project Goals (measurable objectives/desired outcomes)

Academic Achievement of Educationally Deprived Students

. After implementing the schoolwide project for three years, the academic achievement of educationally deprived students at Scranton School will exceed the average achievement (NCE score) on standardized tests of reading and mathematics of comparable educationally deprived children in the three years prior to the start of this project. (Such analysis will utilize scores of students who have been served for the entire three year period.)

. During each of the three years of implementation of the schoolwide project, Scranton School will also improve academic achievement of educationally deprived students in terms of various targets established by the effective schools' program:

- an improvement of 7 NCE score units by Early Childhood/Kindergarten students from pre-to-post administration of (early childhood/kindergarten test).

- a decrease of 5 percentage points in number of students' placing in the "below average" stanines on the standardized tests of reading comprehension for grades 1-3 compared with previous year's results.

- an increase of 5 percentage points in number of students' placing in the "above average" stanines on the standardized tests of reading comprehension for grades 1-3 compared with previous year's results.

Attendance

. Student attendance will be improved through reduction of "chronic" absentees (more than 30 days) by 3 percentage points compared with previous year's attendance data.

The 1988-89 chronic absentees are reflected below:

| | |
|---|---|
| Grade 1 | 46 |
| Grade 2 | 31 |
| Grade 3 | 28 |

Parent Involvement

. parent involvement will increase by one percentage point as compared with the 1988-89 school year through parent inservice classes in English Language Arts Development and/or English-As-A-Second-Language, computer literacy, and parent effectiveness training directly related to student achievement.

Staff Development

. As a means to increasing student academic achievement the Project Perform Committee, Staff Lead Team, Curriculum Facilitator, and other professionals will in-service staff targeted goal areas of Chapter 1 Schoolwide Program.

3. Goals of a Schoolwide Project are Addressed Through Program Design. Describe each of the following:

. Schoolwide Instructional Project

Scranton School program will consist of several components designed to meet the specific needs identified in our needs assessment.

The instructional program will represent a proactive development and corrective effort to undergird the needs of our students.

A. One child development classroom will:

- operate two - 2 1/2 hours classes per session five days a week to provide instruction through the use of hands-on manipulative materials, field trips, and multi-cultural activities in order to increase the children's educational and cultural experiences.

B. Alternate day Kindergarten will:

- provide 5 hours of instruction on alternate days per week in areas of reading, language, and math which will include the guidelines of the bilingual department as it applies to Lau children. Both Lau and non-Lau instruction will adhere to appropriate developmental readiness methods of instruction.

C. Grade One will be:

- five self-contained classrooms using a multi-modality approach through various instructional materials and teaching styles to increase the academic performance in reading and language arts. Four Chapter 1 teachers will instruct, reinforce, and enrich "at-risk" students 120 minutes daily in the classroom. Each classroom will have the tutorial services of an educational aide for 80 minutes a day.

D. Grades 2 and 3 will have:

- seven self-contained participating classrooms which will receive 40 minutes per day reinforcement of reading skills from a Chapter 1 teacher. Lau C students from non-participating classrooms will be included in the instruction time. Each classroom will have an educational aide five days per week for 80 minutes providing direct supportive tutorial services to students in need.

Supporting and reinforcing the instructional program will be:

A. One parent liaison 1/2 day to monitor attendance and tardiness through personal and written communication/home visitations. She will coordinate with curriculum facilitator, staff, and other professionals in regard to parent orientated workshops and programs to enhance student attendance, self-esteem and/or positive attitudes.

B. One guidance counselor 2 days per week to develop programs related to school climate emphasizing student's social awareness, individual and environmental change, and tolerance for others. coordinates with Curriculum Facilitator.

C. One full-time computer aide will help teachers implement schoolwide computer literacy program. monitor prescriptive learning in computer lab.

D. One curriculum facilitator 1/2 day will work closely with principal in implementing and monitoring the Schoolwide Plan in relation to student process. Coordinates with guidance counselor, parent liaison and psychological services.

E. One psychologist will provide one day service per week. Two psychologists on fifteen extended Saturday contracts will evaluate and expedite the proper identification and placement of students.

# CLEVELAND PUBLIC SCHOOLS

# ESEA CHAPTER 1 SCHOOLWIDE PROJECT PLAN

## STEPHEN E. HOWE

CHAPTER 1 SCHOOLWIDE PROJECT PLAN

SCHOOLWIDE PROJECT PLAN: RESPOND IN NARRATIVE FORM. ATTACH PAGES AS NEEDED.

1. **Needs Assessment Process**

- **Identify who was involved --**

A Chapter One Planning Team of over 10 staff members was formed at Stephen E. Howe in March 1990. The planning team represented each of the four grade levels, Special Education and early childhood teachers. Two of the staff members had the opportunity to visit one of the schools that started a schoolwide project the year before. Each member of the planning team spent 12 or more hours of concentrated planning time to develop the proposal. Other staff members who were not on the planning team also were involved in developing the basic proposal ideas.

Parents and members of the community were involved in the development of the proposal through the SCC (School Community Council) and the PTA regular monthly general membership and executive board meetings.

In the planning process, the staff felt a need to develop reading and math strategies which would best fit into the regular classroom setting and would serve more of the school's population.

- **specify data used --**

Non-Promotes = 18
Mobility Rate = 76%
Student Attendance Rate = 90%
Teacher Attendance Rate = 95.6% (May 90)
Number of days students suspended = 72 (April 90)
Average CAT Total Reading 4th Grade (NCE) = 43.8 (May '89)
Average CAT Total Math 4th Grade (NCE) = 37 (Fall '89)
Average CAT Total Reading 5th Grade (NCE) = 47.6 (May '89)
Average CAT Total Math 5th Grade (NCE) = 41.8 (Fall '89)
Average CAT Total Reading 6th Grade (NCE) = 42.6 (May '89
Average CAT Total Math 6th Grade (NCE) = 45 (Fall '89)

The needs assessment process included both objective data as outlined above and subjective data from grade level meetings and faculty meetings. The priority areas as identified through the needs assessment are:

1. To improve the student and teacher attendance rates.

2. To develop strategies and techniques to increase parental awareness and assist in improving pupil progress.

3. To reduce the percentage of students in the below average category on standardized tests in reading and mathematics for each grade 4-6.

4. To increase the percentage of students in the above average category on standardized test in reading and mathematics for each grade 4-6.

5. To provide periodic reports to parents on student progress.

6. To inform parents of grade-level expectations and standards set by each group of teachers.

7. To reduce the number of failures.

2. **Identify Schoolwide Project Goals (measurable objectives/desired outcomes)**

**Achievement**

The academic achievement of educationally deprived students at Stephen E. Howe School will improve in each of the three years of the project.

During each of the three years of implementation of the schoolwide project, Stephen E. Howe will also improve academic achievement of educationally deprived students in terms of various targets established by the effective schools program.

Attendance
Student and teacher attendance will be improved by 1 percent over the previous year.

Parent Involvement
Parent involvement will increase by one percentage point as compared with the 1989-90 school year through parent in-service classes in home tutoring of math and reading.

Staff Development

As a means to increasing student academic achievement, the Staff Led Team, Reading and Math Resource Teachers and other professionals will in-service staff in targeted goal areas of the Chapter One Schoolwide Program.

3. **Goals of a Schoolwide Project are Addressed Through Program Design. Describe each of the following:**

- **Schoolwide Instruction Project.**

The Stephen E. Howe schoolwide project will consist of nine components designed to meet the specific areas identified in the needs assessment.

a. Reading Resource Teacher to team teach in grades 4-6. Priority based on need. (CAT Scores)

b. Mathematics Resource Teacher to team teach in grades 4-6. Priority based on need. (CAT Scores)

c. Accelerated Learning Resource Teacher to team teach those students who were retained at the fourth grade level or are identified as at risk in the fifth grade.

d. Instructional Aides to work in grade 4-6 homerooms of eligible students to reinforce reading and math skills.

e. Parent Liaison from the Chapter 1 office who will help to improve attendance, reduce tardiness and develop monthly training sessions for parents.

f. Guidance Counselor to assist students in grades K, 4-6 in resolving social emotional barriers impeding their academic progress.

g. Math Activity Centers will be placed in each homeroom to help reinforce math skills.

h. Reading Activity Centers will be placed in each homeroom to help reinforce reading skills.

I. Reading and Math Teacher Resource Room that will supply hands on manipulatives for teachers to use in their classrooms.

These components are coordinated to address the priority areas that were identified in the needs assessment. The program will represent a proactive developmental effort to improve the academic achievement of educationally deprived students.

Each component has a rationale for the improvement of academic achievement. A job description with specific duties, roles and responsibilities has been written for each component.

- Schoolwide Pupil Services

Supporting and reinforcing the instructional program, pupil services will address remediation and enrichment. Pupil services include a part-time speech therapist, nurse and, school psychologist. Additional services include the physical education program, the vocal music program, the art program, and the library-media center curriculum. The extended day activity program will be available to students in grades K, 4-6.

- Procedure to Implement The Goals of Our Schoolwide Project.

  - Screening and identification of student needs (K, 4-6).
  - Monthly grade level meetings.
  - Meetings with homeroom teachers and the supportive reading and math teachers.
  - Parent consultation on progress of schoolwide plan through monthly parent meetings and parent representatives on Chapter 1 planning team.

# CLEVELAND PUBLIC SCHOOLS

## ESEA CHAPTER 1 SCHOOLWIDE PROJECT PLAN

## TREMONT

## CHAPTER 1 SCHOOLWIDE PROJECT PLAN

SCHOOLWIDE PROJECT PLAN: RESPOND IN NARRATIVE FORM. ATTACH PAGES AS NEEDED.

1. Needs Assessment Process

a. Introduction

Tremont Elementary School is located in the East Tech/South Cluster of the Cleveland School District. The school serves grades one through six as well as child development (4 years old) and kindergarten. It has a learning disabled program (3 units), a developmentally handicapped program (2 units), an all day kindergarten program (3 classes), and a bilingual program serving approximately 100 Hispanic students. The total school enrollment is well over 850 students.

The Tremont staff serving students numbers more than sixty. In addition, there is a food service staff of ten as well as six custodial employees.

Tremont School is one of the school district's first Project Perform schools. These schools stress the fundamentals of the more effective schools' movement. This is evidence of the willingness of Tremont's dedicated staff to undertake positive change to improve the public education of its students. The Tremont teaching staff is committed to a strategy to coordinate all of its resources in a schoolwide effort.

b. Identify Who Was Involved

A Chapter 1 Schoolwide Planning Team of over 20 staff members was formed at Tremont in early March 1989 after the principal visited a schoolwide project in Baltimore. The planning team represented Chapter 1, upper elementary, primary, special education, and early childhood teachers. Each member of the planning team spent 12 or more hours of concentrated planning time to develop the proposal deadline approached, many more staff were involved.

Parents and member of the community were involved in the development of the proposal through the SCC (School Community Council) and the PTA regular monthly general membership and executive board meetings.

In the planning process, the staff felt a need to develop reading and math support strategies which would work within the regular homeroom and to develop these strategies in a manner that would serve more of the school population.

c. **Specify Data Used**

**Objective data** - selected building indicators for 1987-1988

- non-promote rate = 4%
- poverty index = 84%
- mobility rate = 60%
- student attendance rate = 91%
- teacher attendance rate = .956 days absent
- number students suspended = 31
- CAT reading comprehension percent below the 4th stanine = 32%
- CAT mathematics concepts and applications percent below the 4th stanine = 23%

The needs assessment process included both objective data as outlined above and subjective data from grade level meetings and faculty meetings. The priority areas as identified through the needs assessment are:

1. To reduce the percentage of students in the below average category on standardized tests (stanines 1, 2, 3) in reading and mathematics for each grade (1-6).

2. To increase the percentage of students in the above average category on standardized tests (stanines 7, 8, 9) in reading and mathematics for each grade (1-6).

3. To improve the students attendance rate.

4. To establish grade-level expectations and standards in the basic skills areas for all major subjects.

5. To develop strategies and techniques to increase parental awareness and assistance in improving pupil progress.

6. To develop regularly scheduled parent-visitation programs relative to student academic achievement.

7. To provide periodic reports to parents on students' progress.

8. To inform parents of grade-level expectations and standards set by each group of teachers.

9. To increase parent involvement in all areas (Open House, parent meetings, volunteers, parent training, parent-teacher conferences).

2. Identify Schoolwide Project Goals (measurable objectives/desired outcomes)

Academic Achievement of Educationally Deprived Students

. After implementing the schoolwide project for three years, the academic achievement of educationally deprived students at Tremont School will exceed the average achievement (NCE score) on standardized tests of reading and mathematics of comparable educationally deprived children in the three years prior to the start of this project. (Such analysis will utilize scores of students who have been served for the entire three year period).

. During each of the three years of implementation of the schoolwide project, Tremont School will also improve academic achievement of educationally deprived students in terms of various targets established by the school's effective schools' program:

- an improvement of 7 NCE score units by Early Childhood/Kindergarten students from pre to post administration of an early childhood/kindergarten test.

- a decrease of 5 percentage points in number of students' placing in the "below average" stanines on the standardized tests of reading comprehension and mathematics concepts and applications for grades 1-6 compared with previous year's results.

- an increase of 5 percentage points in number of students' placing in the "above average" stanines on the standardized tests of reading comprehension and mathematics concepts and applications for grades 1-6.

3. Goals of a Schoolwide Project are Addressed Through Program Design. Describe each of the following:

. Schoolwide Instruction Project

The Tremont School program will consist of twelve (12) components designed to meet the specific areas identified in the needs assessment. These include:

- Reading Resource Teacher to serve grades pre-K to 6.

- Math Resource Teacher to team teach math instruction in designated grades based on need (CAT scores).

- Primary Reading Teacher to team teach in grades 2 and 3 (priority based on need - CAT scores).

- Upper Elementary Supportive Reading Program to serve grades 4, 5, 6 and bilingual C students (reinforcement and whole language enrichment component).

- Instructional Aide to work in grade one homerooms with small groups of eligible students to reinforce skills.

- Bilingual Teacher (E.S.L.) to assist and reinforce teachers who have Lau eligible A, B, and C students.

- Grade One Teacher to provide 20-1 pupil/teacher ratio in a transitional K-1 room.

- Instructional Aide for the child development and kindergarten rooms.

- Extended day tutoring program for students in grades 1-6.

- Parent Liaison to work with parents to improve attendance, reduce tardiness, and develop monthly training programs for parents.

- Inservice Training Program for parents and staff to focus on instructional delivery, alternative learning strategies, and whole language learning.

- Primary Physical Education Program for pre-k to grade 2.

The twelve (12) components are coordinated to address the priority areas as identified in the needs assessment. The instructional program will represent a proactive developmental and correct effort to improve the academic achievement of educationally deprived students.

Each component has a rationale for the improvement of academic achievement; a job description with specific duties, roles and responsibilities has been written for each component. The procedures that the teachers will follow and the master school schedule will be developed at a later time.

. Schoolwide Pupil Services

Supporting and reinforcing the instructional program, pupil services will address remedation and enrichment. Pupil services include a part-time speech therapist, nurse, school psychologist, case management worker, an elementary dropout prevention worker. Additional services include the physical education program, the vocal music program, the art program, and the library-media center curriculum. The extended day tutoring program will be available to students in grades 1-6.

The parent liaison will work with selected students to improve attendance and reduce tardiness.

. Procedure To Implement The Goals of Our Schoolwide Project

The procedures to implement the project are:

. screening and identification of students' needs (pre-K to grade 6)

. intake procedure to screen and identify needs of newly enrolled students (mobility rate exceeds 60%)

. monthly grade level meetings

. monthly meetings of school committees:

- Academic/Honors
- Attendance
- Finance
- Gift/Staff Unity and Social
- Program/Special Events
- Public Relations/Community Relations
- School Cleanliness/School Climate

. weekly meetings of the Chapter 1 Schoolwide Service Planning Team

. meetings with homeroom teachers and the supportive reading and math teachers.

. parent consultation on progress of schoolwide plan through monthly parent meetings and parent representatives on Chapter 1 planning team.

# CLEVELAND PUBLIC SCHOOLS

# ESEA CHAPTER 1 SCHOOLWIDE PROJECT PLAN

## WADE PARK

CHAPTER 1 SCHOOLWIDE PROJECT PLAN

SCHOOLWIDE PROJECT PLAN: RESPOND IN NARRATIVE FORM. ATTACH PAGES AS NEEDED.

1. Needs Assessment Process

Identify Who Was Involved

- Faculty and parent needs assessment data showed a great need for parental involvement within the school. Primary grade teachers showed involvement within the school. Primary grade teachers showed a higher interest in volunteers to aid with reinforcement instruction, whereas upper grade teachers stressed a need for communication in dealing with disruptive students. The majority of the teachers surveyed thought mid-year testing of new entries and the inclusion of teacher judgment in the eligibility criteria, throughout all grades, would be beneficial in the servicing of more students.

Specify Data Used

- Standardized CAT test results have shown a high percentage of students testing below the 36th percentile in reading and mathematics throughout all grades (1-6). An even higher percentage of "high risk" reading students as well as non-promotes exist in primary grades.

- Wade Park Elementary School provides instruction for about 797 students between the ages of 4 and 13. Of that number, approximately 87% of the population receives free or reduced lunch.

- Students bring very limited experiences in the areas of language, reading, and mathematics readiness. Some students and parents have low (educational) expectations. The community has a high crime rate and the abuse of alcohol and drugs are prevalent. Problems created in the home and neighborhood are often brought to school, where students display inappropriate behavior and emotional problems in the classroom.

2. Identify Schoolwide Project Goals (measurable objectives/desired outcomes)

- The Schoolwide Project of Wade Park School will increase the academic achievement level of all of its students, particularly those students identified as educationally deprived. The overall objective to increase the gain of the educationally deprived student on the California Achievement Test from pretest to post test by at least three NCE units.

- At the end of the three year period, the Schoolwide Project will be able to show that the achievement level of the educationally deprived children exceeds the average achievement of comparable children at Wade Park School in the three fiscal years prior to the initiation of the schoolwide project.

- The Schoolwide Project will initiate a program designed to help our at risk first graders. A top priority of the educational staff will be to increase effective service to the children identified as educationally deprived by incorporating into the curriculum, priority areas identified by the needs assessment. An integral part of our mission is to involve our parents in the educational process and success of our students. The schoolwide project will design a parent program that will facilitate improvement in school, involvement, community relations and classroom management. The project goal will be to have a parental involvement level of five percent of the building enrollment.

- The schoolwide project will provide a continuing program of staff development training relating directly to priority areas identified through the needs assessment.

3. Goals of a Schoolwide Project are Addressed Through Program Design.

Design Introduction

Schoolwide Chapter I Project is designed to provide basic reading, mathematics and language skills reinforcement to pupils in grades 1-6 using the in-class and pull out model. The project will address the skill needs of all educationally deprived children in the area of listing, speaking, writing proficiency, reading, vocabulary, mathematics and counseling. Schoolwide Chapter I Services will be incorporated into the regular school program and will be an integral part of the school's total educational environment.

Mathematics Program Design

Mathematics is an integral part of a child's life. While teaching the subject, we must being to address the whole child. The cooperative planning with special and homeroom teachers would enrich the Mathematics instruction.

Grade level schedule blocking in the A.M. will allow for team teaching. Grades three to five would be grouped homogenously according to mathematics level. Small group experiences (in-class) and individualized instruction will be provided to address specific skills. With the utilization of parents and peer tutors, one on one instruction will be provided. Students' progress will be monitored by recording the results of tests given on specific skills.

In Class Instruction Model

Schoolwide Chapter I Teachers will be assigned to support the classroom teacher in providing reinforcement in the areas of reading and mathematics. The Chapter I teacher will work with students in a classroom setting with the classroom teacher present. A variety of teaching techniques, teacher made activities, and manipulative materials will be used to practice various skills.

Students will receive their regular instruction from the classroom teacher. The Schoolwide Chapter I service will supplement the regular classroom curriculum. The in-class schoolwide service will focus on helping the educationally deprived child attain grade level proficiency in the regular program. Using the team teaching approach the classroom teacher and Chapter I teacher will focus on grade level objectives.

A Chapter I teacher will be the resource lab coordinator. The coordinator will organize and operate a lab designed specifically to meet the needs of the upper elementary students and teachers.

Lab assignments will be a supplement service of the Chapter I in-class program. Utilization of the lab will include small groups and one to one instruction using the media and literature based whole language approach.

Design Conclusion

Our program's logical development of the reading, language, mathematics and counseling content, will involve the use of intensive alternative learning strategies. These alternative strategies will insure the presentation of skill concepts in an understandable mode in order to enable a wider range of our student population to reach mastery of the skills presented.

# CLEVELAND PUBLIC SCHOOLS

## ESEA CHAPTER 1 SCHOOLWIDE PROJECT PLAN

## WAVERLY

CHAPTER 1 SCHOOLWIDE PROJECT PLAN

SCHOOLWIDE PROJECT PLAN: RESPOND IN NARRATIVE FORM. ATTACH PAGES AS NEEDED.

1. Needs Assessment Process

   . identify who was involved --

   Both staff and parents at Waverly were involved in the needs assessment process.

   . specify data used --

   Staff and parents were surveyed to determine the perceived educational needs at Waverly. In addition, California Achievement Test results were reviewed to assess objectively the educational needs of Waverly students.

2. Identify Schoolwide Project Goals (measurable objectives/desired outcomes)

   a. The academic achievement of Waverly students will improve by 3 NCE, as measured by standardized achievement test scores.

   b. The average daily attendance of Waverly students will improve by 1 percent when current year data are compared to those for the previous year.

   c. Waverly will demonstrate improve school community relations as evidenced by a 5 percent improvement in the number of parents participating in school activities.

3. Goals of a Schoolwide Project are Addressed Through Program Design. Describe each of the following:

   . the schoolwide instructional project --

   The focus of the instructional project will be a whole language approach with emphasis placed on he mastery of basic skills with learning and thinking skills. a modified "Writing to Read" program will also be implemented. Greater emphasis will be placed on individualized instruction.

   . the schoolwide pupil services --

   Schoolwide pupil services will be offered to all students enrolled in the school. We will utilize special resource persons, teacher aides, assistants, and volunteers in every aspect of the program. The Chapter 1 reading teacher and teacher aides will work both in and outside the regular classroom to assist in meeting the instructional needs of students. Language

acquisition instruction will be provided to limited English proficient students by specially trained Chapter 1 staff. Regular instruction will be supplemented by the use of college students and retired teachers as tutors. In addition a planned program of field trips will provide students with increased opportunities for cultural and educational environment.

- **the procedures to implement the goals of the schoolwide project --**

Procedures will include a modified pull-out program to meet the needs of individual students. There will be team teaching as well as departmentalized teaching on all levels from Grades 1-3.

CHAPTER 1 SCHOOLWIDE PROJECT PLAN

SCHOOLWIDE PROJECT PLAN: RESPOND IN NARRATIVE FORM. ATTACH PAGES AS NEEDED.

1. Needs Assessment Process

. identify who was involved --

Both staff and parents at Waverly were involved in the needs assessment process.

. specify data used --

Staff and parents were surveyed to determine the perceived educational needs at Waverly. In addition, California Achievement Test results were reviewed to assess objectively the educational needs of Waverly students.

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# CLEVELAND PUBLIC SCHOOLS

# ESEA CHAPTER 1 SCHOOLWIDE PROJECT PLAN

## WOODLAND HILLS

CHAPTER 1 SCHOOLWIDE PROJECT PLAN

SCHOOLWIDE PROJECT PLAN: RESPOND IN NARRATIVE FORM. ATTACH PAGES AS NEEDED.

1. Needs Assessment Process

- **Identify who was involved --**

Woodland Hills Elementary School is a Cleveland Public School which is located at East 93rd and Union Avenue. Woodland Hills provides education for children age four, who attend the Child Development Program, through age ten, who are in third grade. The school is located in a predominantly low-income, black neighborhood on the East side of Cleveland. The children are very transient as demonstrated by a mobility rate of 83 percent. Due to the remedial order, 14% of the children are bused from the Denison-Memphis areas, which are located on the West side of Cleveland. The community surrounding Woodland Hills supports the staff and principal in their endeavor to educate the youth who attend the school. Parents, teachers, the School Community Council, and the PTA recognize that for a greater percentage of children to have a successful school career, alternatives to the current structure of the school are necessary. Each group above identified some of the problems listed below, which they felt needed to be addressed for the children to continue to grow and progress.

- Improve vocabulary development
- Improve reading comprehension
- Improve written and verbal usage of the English Language
- Improve deductive and inductive reasoning skills
- Improve math calculation
- Improve math problem solving
- Enhance children's level of self esteem
- Enhance parenting skills

- **specify data used --**

  The area of concerns were compiled as a result of analyzing standardized tests, report cards, parent discussion, parent and staff surveys, and teacher judgement.

2. **Identify Schoolwide Project Goals (measurable objectives/desired outcomes)**

   - In the area of Reading comprehension, 80% of the students will achieve above average to average scores on standardized test, with at least a total increase by each student of 3 NCE's.
   - In the area of Mathematics, 80% of the students will receive a C or above by the third grading period. Standardized Math test which are given in the third grade only, will indicate a level of increase by each student of 3 NCE's.
   - In the area of English, 80% of the students will receive a C or above by the third grading period.
   - In the area of Citizenship, 80% of the students will receive satisfactory or better by the third grading period.
   - In the area of attendance, 80% of the children will attend school at least 90% of the school year.
   - The level of retention in grades Kindergarten - Third will decrease from 7% to 6% , a decrease of one percentage point.
   - Parent attendance during monthly meetings will show an increase of 10% compared to the previous year on a monthly basis.
   - At least 5% of the parents who have children attending Woodland Hills School will attend Parent Training Workshops, to enhance their own parenting skills.

3. **Goals of a Schoolwide Project are Addressed Through Program Design. Describe each of the following:**

- **Schoolwide Instruction Project.**

Woodland Hills School program will consist of several components designed to meet the specific needs identified in our needs assessment.

The instructional program will represent a proactive developmental and corrective effort to undergird the needs of our students.

- One child development classroom will:

Operate two - 2 1/2 hour classes per session, five days a week, serviced by a teacher and an aide to provide instruction through the use of hands on manipulative materials, field trips, and multicultural activities in order to increase the children's educational and cultural experiences.

- Alternate day full-day Kindergarten will:

Assess all registered Kindergartners during the first full week of school to determine what level of assistance the child needs in the area of speech, vision, and academic instruction. Two full time teachers will staff alternate day Kindergarten classrooms and will provide students with 5 hours of instruction in the areas of reading, language, and math. One teacher staffing, one classroom, daily 2 1/2 hour sessions, will provide instruction in reading, language and math. Children assigned to daily sessions will have been identified through assessment and will receive additional instructional help through the PAP program or other enrichment.

- Transition Kindergarten/Grade 1:

This class, serviced by a teacher and full-time aide will be designed to assist children who demonstrated difficulty with the Kindergarten Curriculum. the children will have the opportunity to review skills in which they were deficient and continue to learn skills appropriate for the first grade; thereby achieving the appropriate grade level for their chronological age at the end of the school year.

- Grade One will have:

  Four self contained classrooms using a multi modality approach through various instructional materials and teaching styles to increase the academic performance in reading, English and math. Two Chapter One teachers and one aide will instruct, reinforce, and enrich "at risk" students 80 minutes daily in the classroom. Each classroom will have services of a Chapter One teacher for 40 minutes a day and tutorial services of an educational aide for 40 minutes. The Accelerate Learning Class which currently will be in its 2nd year of commitment, will continue to be serviced by a full time Chapter One teacher and a regular classroom teacher.

  This class will continue to help those children with extremely low reading and math skills achieve their appropriate age/grade level.

- Grades Two and Three:

  Eleven self - contained participating classrooms will receive 40 minutes per day reinforcement of reading skills from two Chapter One teachers. They will provided direct tutorial services to students "at risk".

- Grades K - Third:

  Instruction in math provided by each classroom teacher will be centered around the use of concrete and semi-concrete manipulative devices to reinforce the basic operations that are required for the given grade level. Staff development training will be provided to improve math instruction and give teachers alternatives in presenting math concepts.

- Parent Involvement:

  Parent programs will be designed to provide information on parenting skills, child development, reinforcement of learning skills and learning styles. Topics such as helping your child at home in reading and math, and other relivant parent concerns will also be addressed.

- **Schoolwide Pupil Services**

The staff of Woodland Hills Elementary School understands that for our children to become successful and contributing members of society in the future, we must provide the knowledge and basic skills which will allow our students to make informed choices as to lifestyles, goals and careers. Studies have shown that children who are retained in a grade are more likely to drop out of school when reaching the age where they no longer have to continue in school by state mandates. Our mission will be achieved first by recognizing the needs of the students and the staff and subsequently addressing the needs as we meet the criteria of the Effective School Program. We believe that the implementation of our plan will encourage our students to identify with our motto..."All children can learn. We can make it if we try!"

- **Procedure to Implement The Goals of Our Schoolwide Project.**

The procedures to implement the project are:

- screen and identify students and their needs at each grade level. (Pre K - 3)
- assess newly enrolled students and place accordingly
- staff rooms with the appropriate staff and develop a schedule for those Chapter One teachers and instructional aides servicing "at risk" students.
- meet with the guidance counselor, social worker, and parent liaison to develop a system to help children achieve.
- discuss methods of intervention for the social worker, parent liaison and guidance counselor.
- discuss progress of the schoolwide project at staff meetings and during grade level meetings.
- meet weekly with Chapter One teachers and instructional aides to plan reinforcement of skills.
- devote staff meetings to increase teacher awareness of new developments reading, English and math.
- meet with homeroom teachers and supportive reading personnel to plan ongoing strategies.

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Supporting and reinforcing the instructional program will be:

One Psychologist - will provide 1 and 1/2 days services per week. One psychologist with an extended contract, will evaluate and expedite the proper identification and placement of students on 15 Saturdays.

One Guidance Counselor - will provide 1 day per week counseling to children who are having difficulty interacting within the school environment. The guidance counselor will coordinate his/her efforts with staff, principal, parents, and social worker.

Social Worker - will provide assistance five days a week to develop programs which will enhance children's level of self-esteem and cooperation with others, and to follow up with children and parents who are having economic, social, or academic related difficulties. If the social worker cannot complete the task alone, he/or she will direct children and/or parents to community services which may help to rectify the situation.

One Parent Liaison - (task of instructional aides) will provide 2 hours a day to monitor attendance and tardiness through verbal and written communication. He or she will conduct home visits with the social worker. He/or she will assist with parent orientation workshops and programs to enhance student attendance, self-esteem and/or positive attitudes.